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# DAY CARE SURVEY - 1970

## SUMMARY REPORT & BASIC ANALYSIS

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DAY CARE SURVEY-1970

Summary Report and  
Basic Analysis

April 1971

by

Westinghouse Learning Corporation  
and  
Westat Research, Incorporated

Prepared for:  
Evaluation Division  
Office of Economic Opportunity  
Washington, D. C. 20506





## PROJECT STATE

### YOUTH/CHURCH Learning Corporation

11-1075 Director City of Chicago

This study was performed pursuant to Contract Number B00-5160 with the Office of Economic Opportunity, Executive Office of the President, Washington, D.C. 20506. The opinions expressed herein are those of the authors and should not be construed as representing the opinions or policy of any agency of the United States Government.

James M. Galt  
Richard L. Smith

## Project Contributors

John H. Thompson, The City and County Department  
of Social Services, etc.

James E. Smith, Executive Director of Social Services  
Department, etc.

James E. Smith, Director, Office of Family Services  
etc.

Thomas H. Smith, Secretary of the  
Department, etc.







## PROJECT STAFF

### Westinghouse Learning Corporation

Project Director: Jody R. Johns  
Deputy Director: Robert S. Gould


### Westat Research, Incorporated

Edward C. Bryant  
Morris H. Hansen  
James M. Daley  
Richard L. Beatty

### Project Consultants:

Jean H. Berman, Day Care and Child Development  
Council of America, Inc.  
Zahava Blum, Associate Research Scientist, Social  
Relations Department, Johns Hopkins University  
Kenneth Johnson, Director, Office of Family Services  
State of Pennsylvania  
Thomas Sparrow, Associate Professor of Political  
Economy, Operations Research,  
Johns Hopkins University





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## FOREWORD

Day Care Survey 1970, conducted under contract to the Office of Economic Opportunity by Westinghouse Learning Corporation and Westat Research, Inc., represents the first nationwide study of existing day care provisions. The comprehensive survey was designed to provide much-needed information for Federal, State and local policy planners to design and test new program concepts in day care services for children. The results of the survey will have an impact on such important program areas as manpower training, employment, education, health, welfare, community development, volunteer mobilization, income maintenance, and other social services.

Significant findings from the survey provide data on existing day care programs, operated with or without Federal assistance; availability of day care services, ranging from informal in-home and out-of-home arrangements to professional centers; and the nature and extent of the need for day care service.

There are three major categories of provisions for child care. The first type, and the fewest in number, are the full-day licensed centers. These number between fifteen and twenty thousand and serve more than half a million children. Second are the full-day family homes. These are typically unlicensed and provide day care for three-quarters million children. Most prevalent are the wide variety of informal arrangements for in-home and out-of-home care, which serve an estimated three million children.





Findings of the survey indicate there is a sizable potential demand among low to moderate income working mothers for better day care center capacity. This category of working mothers would like to improve present child care arrangements but would require subsidies to afford better care. Nonworking mothers of this same income class find the lack of adequate day care provisions for their children an obstacle to labor force participation. However, for the most part, they were also found to have a lower level of educational attainment than working mothers at this income level, and perceive lack of training and suitable job openings as obstacles to employment.

Survey data show that for school-age children there is little organized care or other supervised recreation to meet needs before and after school. Most low or moderate income working mothers of school-age children would like to see improvements in this area.

Information was obtained from day care center operators on expenses and income. Expenses include estimated equipment replacement costs and staff salaries. Income reported from all sources includes parent fees, contributions and gifts, and Federal, State and local subsidies. On the average, a center receives yearly per full-day child \$400 for essentially custodial care, \$700 for a basic package of services that typically includes an educational component, and \$1300 for reasonably comprehensive developmental programs.

Parents were asked what they were willing to pay for adequate day care and what they could afford; and working mothers what they were actually paying. Low to moderate income working mothers pay a nominal amount of less than \$100 a year for in-home care, and \$400 to \$700 a year for out-of-home



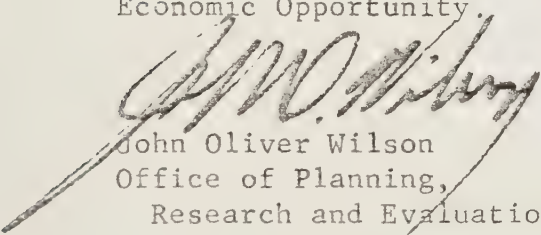


care. This is as much, or very nearly as much, as they feel they can afford.

While information on parent outlays and center incomes is not complete and inferences must therefore be drawn with caution, it is reasonable to assume that actual costs in 1970 dollars to deliver comprehensive day care services are somewhat lower than usually estimated. However, costs of comprehensive care for children of low and moderate income working mothers would be significantly higher than present outlays of these mothers.

Examination of the reported earnings and educational levels of day care center operators and staffs suggests that the personnel of most centers are drawn from a rather low cost labor pool with minimum credentials in education and early childhood development. As might be expected, the larger and more comprehensive centers tend to have better trained and better paid staff. But the median salary for all staff members of all types and sizes of centers is less than \$400 per month. Extensive use is also made of part-time help.

Results obtained from analysis of the data compiled during this national survey are summarized in this report; a separate volume of appendices contains supplementary information on survey methodology, instrumentation, and detailed procedures. Further analysis of the survey data is now being conducted by the Evaluation Division of the Office of Economic Opportunity.



John Oliver Wilson  
Office of Planning,  
Research and Evaluation





## PREFACE

This national survey and analysis of existing day care programs and assessment of the need for day care services concludes the third task in a study carried out for the Office of Economic Opportunity by Westinghouse Learning Corporation.

The survey and analysis presented here was undertaken by Westat Research, Inc. under subcontract to Westinghouse Learning Corporation. The objectives of this survey were to provide statistical descriptions of existing day care facilities, services, costs, users, and potential users; to provide some analysis of demand and market processes in relation to unmet needs for day care services; and to provide a data base for further analyses and planning.

This summary report and basic analysis is published in two volumes. This volume contains the text of the report. A separate Appendix volume presents the project methodology and survey instruments. The results of the first two tasks covered by this contract – compilation of a reference compendium of information on Federal day care programs, State implementation of Federal programs, and State licensing regulations and development of six community profiles of day care – have been published separately.





## DEFINITIONS

Some general terms have been given specific definitions for this study. In order to assist the reader, these definitions are listed below.

Day care--The care and protection of infants, preschool, and school-age children outside of their own homes during a portion of a 24-hour day

Day care center--facility providing care for groups of seven or more children

Family day care home--home in which no more than six children are cared for, for compensation

Proprietary--operated for profit

User Sample--the parents, most often the mothers, of children enrolled in the centers surveyed. (This sample covered parents who use day care centers, regardless of income.)

Area Sample--general population survey of the target population. (Families with annual incomes of less than \$8,000 and at least one child age 9 or under.)



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OVERVIEW: PERSPECTIVE ON DAY CARE NATIONWIDE



# I. INTRODUCTION

## A. Basis for This Survey

Demands for child care programs are growing. They come from mothers who must work to support their families, from women on welfare who want to better their lives and, increasingly, from middle class mothers who want to escape the confines of their traditionally home-bound roles. All indications point toward an increasing need for adequate day care nationally over the next few years.

Nearly one-third of the nation's mothers of preschool children who live with their husbands are already in the workforce.<sup>1</sup> Between 1965 and 1970 the number of these mothers with children between 3 and 5 years has risen 8 percent.<sup>2</sup> Some presently nonworking mothers would seek employment in order to balance the family budget or to get off welfare if suitable child care services were available at prices they could afford. The Women's Bureau reports that the total number of working mothers (including single women supporting children on their own) has more than doubled since 1950.<sup>3</sup> Projections for 1980 suggest that there will be at least 5.3 million mothers in the workforce with children under 5, a 43 percent increase between 1970 and 1980.<sup>4</sup> Thus social and economic currents are giving a new emphasis to day care and this emphasis is reflected in a variety of proposed federal legislation.

In the quest for more effective and comprehensive day care and child development programs, proponents have suggested a two-pronged attack. First, there is a growing belief that some form of early childhood intervention which would provide structured growth experiences can have a beneficial effect on a child's development. Such intervention seems to be especially helpful to the

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1. Bureau of Labor Statistics reported in Bureau of National Affairs, Inc., Manpower Information Service, Vol. 2, No. 12, Feb. 24, 1971, page 288.

2. Ibid.

3. Women's Bureau, U. S. Department of Labor, Working Mothers and the Need for Child Care Services, May 1967.

4. Ibid.





disadvantaged child. Secondly, there is a belief that day care programs can free many low-income mothers to take advantage of employment and training opportunities which would then raise the standard of living for their whole family.

Several bills have been introduced in the 92nd Congress which would foster the increase of child development and child care services.<sup>1</sup> Although most of them would include children from all income levels in the proposed programs, a primary emphasis of the legislation is on helping the disadvantaged escape the cycle of poverty at an early age. Included in the administration's Family Assistance Plan (FAP) is the provision for various types of child care to enable mothers to undertake or continue manpower training or employment. Four other bills embody a comprehensive approach to child development, with the intention of providing the full range of child development services essential to the physical, social, emotional, and cognitive development of children. Two of these bills would consolidate all existing child care and development programs under the Department of Health, Education and Welfare. Another bill currently before Congress would appropriate money only for supplementary educational services and equipment for existing day care centers in order to provide educational and cultural enrichment for the children. The proposed legislation, together with the increasing demand for child care programs, confirms the need for a study such as this one.

## B. Objectives of the Survey

This survey and basic analysis of existing day care programs and facilities is one of a series of studies being made for the Office of Economic Opportunity to provide current and reliable national reference data in areas of day care services for children and of closely related early childhood development topics. The goal of this particular project is to provide data for use by researchers and planners in programmatic areas where day care services for children are a significant component.<sup>2</sup>

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1. H.R. 1; H.R. 184; H.R. 957; H.R. 1364; S. 530; S 706, etc.

2. A complementary study of day care, conducted by the National Council of Jewish Women, Inc., is scheduled for publication Spring 1971.



The survey and basic analysis presented here, carried out by Westat Research, Inc. under subcontract to Westinghouse Learning Corporation, characterizes existing day care programs and facilities and provides baseline descriptive data on the utilization of and expressed need for day care by low- and moderate-income families. Specifically, the survey was designed to provide data which can be used to answer the following questions:

What is the current availability of day care facilities nationwide?

What are the characteristics of these day care facilities in terms of physical plant, services offered, enrollment size, clientele, staff, finances, sponsors, and operators?

What are the costs of providing various levels of day care services?

What is the current need for day care services among low- and moderate-income families?

What are the preferences of day care users and potential users as to type of day care desired for their children?

How satisfied are working mothers with their present arrangements?

What is the relationship between day care availability and employment of mothers?

What are the costs of expanding day care?

To answer these questions, information was gathered from the following sources:

Operators of day care centers;  
Operators of family day care homes;  
Superintendents of school districts;





Mothers of children enrolled in the centers whose operators were interviewed; and  
Mothers in families with annual incomes less than \$8,000 and a child age 9 or under.

Individuals to be interviewed were identified through sampling procedures described in Section 1.1 and Appendix A of the report. The statistics presented here, except where otherwise noted, are projections based on these national probability samples of day care facilities, school districts, and households.

### C. Limitations of the Survey

The intent of the survey and the subsequent survey design imposed limitations on this study which must be kept in mind when interpreting the data. The survey was not intended to be an evaluation of current day care arrangements. No attempt was made to assess the quality of the range of services provided, and no judgments have been made as to the desirability of various types of child care programs.

It is also important to recognize that several distinct populations were surveyed and that the different sets of data collected often are not comparable with each other. The information collected about day care homes and centers and their clientele represent a cross-section of all day care facilities serving all economic levels. The general population survey, also known as the "Area Sample," was designed to obtain data on the arrangements for children of working mothers in households with incomes of \$8,000 or less per year and with at least one child nine years of age or younger. Thus, information about parents and children collected from the day care facilities survey does not cover the same populations as the information on parents and children gathered from the area survey.

Finally, because of limitations on the amount of data which could be collected within the time frame of the field survey, no current child care arrangement details were obtained from nonworking mothers. These mothers were asked to state the kind of day care arrangements they would prefer if they went to work. They were also asked about their reasons for stopping work if they indicated that they had been employed at some previous time. No information, however, was collected on the work histories of now nonworking mothers.



## D. Perspective on Organized Day Care

Perhaps the single most striking fact about day care in this country today is that, despite the manifest need, there is so little of it. The fact is that most of the children of working mothers are cared for in their own homes or in the homes of relatives. In 1965 there were over twelve million children under 14 years old whose mothers were working. Since the labor force participation of mothers has increased by 7 percent since 1965, we can assume that an even greater number of children have working mothers now.<sup>1</sup> Yet only about one and a half million of these children are in day care centers and homes, with slightly more than half of them in homes.

It is easy to forget, when reading this report, that a relatively small number (approximately 1.3 million) of the children under 14 of working mothers are represented in our statistics on day care centers and homes.

Apparently the reason for so little formal day care is not that parents do not want it and do not need it. By any indicators of need, the number of children who might be in organized day care is greater than the number that can be accommodated by existing facilities. Whether one looks at just the names on center waiting lists, or the children whose mothers are dissatisfied with their present informal arrangements, or the children whose mothers would like to work if acceptable child care were available, the numbers are significant. Furthermore, substantial numbers of working mothers in the area sample indicated that they would prefer a day care center over their present arrangement for their children; a similar percentage of nonworking mothers said that they would want care in a center if they went to work.

Why, then are there so few day care centers and licensed homes? The main problem is money. There has been little money for day care because mothers often are not paid enough to be able to afford day care, or they may be unwilling to pay for the most

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1. Bureau of National Affairs, Inc., Manpower Information Service, Volume 2, No. 12, February 24, 1971, p. 288.





desirable kind of care; and society, more specifically the government, has assumed at best only token responsibility for this function. The prevailing attitude has been that child care is the mother's responsibility; and, if she goes to work, she must somehow see to it that her children are cared for. Under pressure from the increasing numbers of mothers entering the labor force, especially middle class mothers, this attitude is changing. Five to ten years ago, when the Women's Bureau and the Child Welfare League were studying day care arrangements of working mothers, the questions were: "Is there a need for more organized day care?" and, "Should the government support day care?" Now many are assuming that the government should help pay for day care and the questions are:

- 1) How much additional day care is needed?
- 2) How much does it cost?
- 3) What kind should be provided?
- 4) For whom should government provide day care?

This study provides some information for answering the first two questions about need and costs. The other questions are issues of policy that must be determined by the government; however, much of the information collected in this study could be useful for making these decisions.

## II. MAJOR FINDINGS

### A. Family Day Care Homes

Because day care usually brings to mind child care provided in some sort of day care center, the category of family day care homes is often overlooked completely.<sup>1</sup> Certainly much less attention has been paid to the kind of care provided in such homes or to the appropriateness of perhaps expanding this type of day care service. Yet the majority (55%) of all children in day care full-day are cared for in family day care homes.

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1. For this survey family day care homes are those which care for not more than seven children, with at least one child being cared for seven or more hours per day, at least two days per week, for pay. This classification excludes foster homes providing 24-hour care.



More than half of the day care homes have white operators and are located in single family units situated in a residential, single family neighborhood. Three-fourths of the homes care for only one or two children on a full-day basis. More than one-fifth of the children in such homes are under 2 years of age.

Probably the single most striking statistic on day care homes is that less than 2 percent of the estimated 450,000 homes are licensed as compared with almost 90 percent of the centers. Some states do not require licensing if there are fewer than a certain number of children (usually three) being cared for. Nevertheless, this very small percentage of licensed homes seems to bear out the findings of the community studies that complicated, contradictory and often overly detailed and rigid requirements discourage licensing.<sup>1</sup> Licensing agencies are often understaffed and have little opportunity to recruit day care mothers or to seek out homes which should be licensed.

Family day care homes, then, are generally unlicensed and unsupervised by any governmental or social agency. Hundreds of thousands of children, including those whose fees are paid by government funds, are cared for in these homes, about which very little is known. This survey is the first attempt to assess the extent and describe the characteristics of day care homes.

## B. Day Care Centers

About 575,000 children receive full-day care in day care centers. These centers are so heterogeneous that it is difficult, if not impossible, to generalize about their characteristics. Nevertheless, some of the more striking statistics give a profile of day care centers nationwide. An estimated 17,500 centers provide full-day care. Sixty percent of these centers are proprietary, and proprietary centers care for about half the children enrolled in centers. Among the various nonprofit organizations, churches provide the greatest number of facilities, about 18 percent of all centers, and United Fund agencies operate the oldest day care centers. Public schools operate day care centers for some 108,000 children, but they offer little in the way of "extended day" programs for the

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1. Task Ib of this survey: Community Profiles.





school-age children of working mothers. More than four times as many preschool as school-age children are in public school day care programs. Only 21,000 school-age children in about 350 schools are cared for after school or before and after school.

## 1. Facilities

Day care centers, for the most part, occupy houses, specially-constructed buildings, and churches; and they are located in residential neighborhoods. They are not, as yet, located in or near the workplace, except for hospital-sponsored facilities for nurses' children. Although no such centers were identified by the national survey, several were found in the six communities visited; and the Women's Bureau has identified about 150 hospital-affiliated day care centers.<sup>1</sup> It is impossible to tell from this survey whether workplace facilities would have appeal for mothers.

The amount of equipment for child use varies greatly from center to center, but most centers have some or all of the following kinds of equipment and playthings: indoor muscle development equipment such as blocks and trucks; quiet play equipment such as puzzles, art supplies, housekeeping toys, musical toys and instruments; educational materials such as workbooks; science equipment; audiovisual equipment; cots and cribs; and outdoor play apparatus. The estimated replacement value of this child-related equipment, on the average, is \$55 per child. It should be understood that this figure does not include administrative and kitchen equipment and furniture, or maintenance equipment. At several large, well-equipped centers visited during the community studies task, the average total equipment cost per child was estimated at approximately \$100.

## 2. Day Care Programs

Very little attempt was made in this survey to characterize the programs or activities carried out at the centers. It was felt that this kind of description could only be made on the basis of

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1. Women's Bureau, Department of Labor, Child Care Services Provided by Hospitals, 1970.



expert observation over time, an approach that was not part of the survey design. The interviewers were encouraged to comment on their impressions and observations of the centers they visited, however, and from their notes and the on-site observations of the community studies teams, some idea of fairly general practices can be developed. At least some attempt is made in many centers to teach children words, stories, songs, and skills such as managing their own clothes. Apparently most operators of day care centers believe that they should provide preschool education, although what this means and how it is carried out varies widely. In contrast, neither they nor the parents mentioned health services very frequently as a responsibility of day care centers.

### 3. Characteristics of Day Care Staff

The people working in day care centers nationwide are, for the most part, neither well-educated nor well-paid. Most directors and teachers do not have college degrees and very few have had special training for day care work, e.g., courses in early childhood development. The median reported salary for both directors and teachers is less than \$360 a month. There is not a great deal of experience among those presently employed in day care centers. Nearly a fourth of all staff members had less than a year's experience in group child care, and 51 percent of all staff have been working in day care less than three years. Women comprise almost the entire staff; only about 6 percent (including administrators and maintenance personnel) are men. Contrary to expectation, few day care personnel are volunteers. Less than 4 percent of the staff are volunteers and only 1 percent of them work full-time. Little use is made of teachers' aides. Perhaps this fact is related to the low status of day care teachers, most of whom have the education and salary level more often associated with paraprofessional than professional positions.

Estimates of average staff to child ratios nationwide are likely to be meaningless, partly because of the wide differences in individual center ratios and staffing patterns, and partly because of the great number of part-time personnel. Their schedules and number of working hours vary enormously, making any computation of their total contribution a complex process.



#### 4. Clientele of Day Care Centers

Day care centers serve children from infancy through school-age. The largest age group in centers is the 4-year-old group. An estimated 24,000 children under 2 years old are enrolled in centers. While over half of all centers offer care of school-age children, only about 87,000 school children receive before and/or after school care in centers.

Centers serve a proportionately greater number of black than white children since 36 percent of the children in centers are black.\* As might be expected, black children tend to be in the larger centers, which are more frequently nonproprietary and located in large metropolitan areas.

A large number of centers (38%) do not permit sick children to attend, which means that working mothers whose children are enrolled in these centers must stay home from work or make other arrangements when their children have colds or other minor illnesses. Working mothers need day care centers which are equipped to care for slightly sick children.

#### 5. A Typology for Day Care Centers

In the course of the community studies, it was observed that day care centers seemed to fall into three categories or types of facilities. Through a procedure described in section 2.1, it was found that the centers in the national sample could also be categorized by these types. This typology should not be confused with levels of quality. It is based on aims of the program and descriptive elements without regard to whether these aims are being met, how well the elements are functioning, or what effect they have on the children and families being served. Good and bad Type A centers and good and bad Type C centers can be found.

Type A centers aim to provide what is generally known as "custodial" care, that kind of care which is necessary for maintaining the physical well-being and safety of the child but without any systematic attempt to educate him. Good custodial centers approximate good home care. They have small child to staff ratios, variety and sufficient quantity of equipment and playthings, adequate space, safe environments, warm and child-loving adults, daily routines, nutritious food, and happy children.

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\*The percentage of blacks being larger than that in the general population





Type B centers may be identified as "educational" day care. They provide an adequate child care program but few if any related services. These centers usually have a curriculum and, for part of the day at least, they approximate a kindergarten; they have a regulated, school-like atmosphere. Good educational centers have trained personnel on the staff and intellectually stimulating environments, i.e., games and toys designed for specific learning objectives, musical instruments, art equipment, animals, plants, good books; and they keep progress records on the children.

Type C centers might be called "developmental" or "comprehensive" because they aim to provide everything necessary for the full development of the child's physical, mental, and social capabilities. Good developmental centers conform to the Federal Interagency Day Care Requirements. (Although a large proportion of Type C centers are funded by the federal government, some centers of this type are proprietary.) A good developmental facility offers complete health care, social services to the family, parent education and involvement, in-service staff training, attention to the emotional and creative needs of children, and concern for community relations, in addition to adequate care and supervision.

No attempt was made in this study to evaluate day care centers, either in terms of their own objectives and clientele or against some external criteria. It is apparent from the overall statistics, from a review of operator questionnaires, and from the on-site observations in six communities, however, that many centers of each type fall short of the descriptions of good facilities. On the other hand, there are some examples of good centers in each category. Thus, it would be a mistake to equate Type C with good day care and Type A with bad or inadequate care.

## **6. Unfilled Day Care Slots**

An estimated 63,000 unfilled day care slots evenly divided between proprietary and nonproprietary facilities were found in this survey. Many unfilled slots also were discovered during the community studies field visits. Normal turnover may account for some of the unfilled slots and the fees of proprietary centers may explain the underenrollment in centers of this type, but nonproprietary centers usually charge less and frequently base their fees, if any, on the parents' ability to pay. The community profiles showed that location



may be a critical factor in underutilization of facilities. Centers that were not fully enrolled in these communities tended to be inaccessible to families that needed them, and transportation to a day care center can be an insurmountable problem for a working mother.

## 7. Characteristics of User Families

Day care centers currently do tend to serve lower-income families as earlier studies have shown. The parents of children in the day care centers surveyed were estimated by center operators to have a median income of \$7,500 which is \$1,100 less than the median family income for all U.S. families in 1968. A disproportionate number of single parent families use center care: nearly one-third of the families using centers are families without the father present. Most user-mothers, regardless of the presence of a man in the household, are working.

Parents of children enrolled in day care centers expect the center to provide good food, education, training, and good care. Parents of children in centers categorized as B and C types cited education as an expected provision of day care centers more frequently than parents of children in Type A centers. Apparently either those parents who most value preschool education for their children choose centers which tend to provide this element, or they have come to value education because of their exposure to it in the centers where their children are enrolled. Given the limited choice available to parents because of the scarcity and cost of day care centers, it seems likely that the second condition is operating more frequently.

Most of the working mothers whose children are in centers seem to be satisfied with group care for their children: a majority of them want no change in their day care and of those who want better day care, most would prefer an improved center rather than another type of arrangement.

## 8. Costs of Day Care

The costs of day care centers are borne principally by parents and the federal government. Other sources of revenue include state and local governments and community organizations. Exactly how much is paid from which source is impossible to determine from the





available data. According to the day care operators, over half the receipts come from parent fees, but an estimated 17 percent of these fees are actually paid in full or in part by welfare grants or manpower training allowances. Some federal money channeled through state and local agencies may have been identified by respondents as local funds. As might be expected 99 percent of the income of proprietary centers is reported as parent fees, while multiple sources of support for nonproprietary centers is the rule rather than the exception.

Extreme caution must be exercised in interpreting cost data reported by day care centers. It is certain that complete costs have not been reported in many cases. No attempt was made to impute the value of donated goods and services or rent-free space. Moreover, the concept of a full-day equivalent child, used to compute costs per child, has some limitations because one actual full-day child requires more food, equipment, furniture and adult attention than two children, each of whom spends (typically) only two and a half to three hours at the center. Nevertheless, if these limitations are understood, some useful estimates of cost, particularly comparative costs of different types of centers, can be made. For example, the median cost per month for a full-day equivalent child is \$27 in Type A centers, \$45 in Type B centers, and \$114 in Type C centers. Since cost frequently does not include proprietor's income and since Type A centers are predominately proprietary, the median cost per child of \$27 for this type of center is understated.

### **C. Mothers: Day Care Arrangements and Participation in Work Force**

In this part of the survey, mothers in families with incomes of less than \$8,000 and a child age 9 or under were interviewed. The purpose of these interviews was to gather information that might provide answers to the following questions:

How many of these mothers are employed?

What arrangements do the working mothers make for the care of their children?

How much do these arrangements cost?



What are these mothers' preferences in child care?

To what extent does difficulty with child care affect the labor force participation of these mothers?

## 1. Child Care Arrangements of Working Mothers

Working mothers in the target population have 3.7 million children under 14 years of age, 1.6 million of whom are under six years old. Most of these children are cared for in their own homes and three-fourths of the mothers using in-home care said they were well satisfied with this arrangement. Of the 2 to 5 year-olds in out-of-home care, 29 percent are in day care centers, while 39 percent are in day care homes.

Although a smaller percentage of children are cared for in centers than in family day care homes, more of the mothers whose children are in centers are well satisfied with this arrangement. The least satisfactory types of arrangements, according to these working mothers, are those involving a sibling or non-relative caring for the child in the home or care in a family day care home.

The average cost for out-of-home care for seven or more hours a day is about \$9.80 per week. Most in-home care is provided by a relative at no charge.

Working mothers whose children are cared for in a variety of arrangements most frequently cite good care, good food, and safety as the elements of child care they value or the provisions they expected. Only about a third of these mothers think that a day care facility should provide preschool education. (In contrast, mothers who are using centers are more likely to expect education as a provision of day care.)

## 2. Child Care Preferences of Working and Nonworking Mothers

As might be expected, care in the child's home is the type of arrangement that has greatest acceptability among mothers in the target population. It is used most frequently by working mothers and cited most frequently as their preference, if they went to work, by nonworking mothers. However, there are indications in this survey of significant



interest in and desire for day care centers. Of working mothers who want better day care, about one-third would prefer care in a day care center. Nearly a third (29%) of the nonworking mothers said they would prefer care in a center, if they went to work.

Preference for day care centers over other types of arrangement is associated with race. Over half of the black mothers would like center care as compared with less than a fourth of the white mothers. As the center survey showed, black mothers have had somewhat more exposure to group day care than white mothers have. In addition, more blacks than whites have had Head Start experience. Whatever the reason, centers clearly have greater acceptance among black than white mothers.

Nonworking mothers have the same expectations of day care as working mothers have. Good food, good care, and safety have priority, with educational, social, and health provisions mentioned much less frequently.

The greatest number of working mothers in the target population (36%) stated that they would be willing to pay between \$7 and \$13 a week for their preference in child care for preschool children. The next largest group (16%) said they could not afford to pay anything. Over half these mothers would not be willing to pay for care of school-age children, but 28 percent said they would pay \$3 to \$7 a week for before-and after-school care.

### 3. Relationship Between Day Care and Mothers' Employment Status

According to the nonworking mothers who had children in day care centers,<sup>1</sup> availability of child care is only one of a number of complex and interrelated factors involved in a woman's choice regarding employment. Inability to find a job, cited about 13 percent of the time, may be related to the low educational level of user-mothers. No interest in working was claimed without explanation in a number of cases. Nearly half of these nonworking user-mothers gave such a variety of answers that they could not be categorized. The jobs

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1. These mothers were surveyed in the "User Sample" and are not to be confused with parents surveyed in the "Area Sample."





that are open to women, the salaries offered, and the mother's education and training (or lack of it) all have bearing on whether or not a mother seeks a job outside the home. Her decision is also influenced by the kind of child care arrangements she feels are necessary, the kind of child care available to her, the effect of her absence on the household, the cost of going to work, and so on.

In the area sample only 16 percent of the nonworking mothers stated absolutely that they would not work, but more than 34 percent said they preferred to be home with their children and another 18 percent said they could not make (or afford) satisfactory child care arrangements. A number of other reasons for not working were given and those who had worked since having children gave a variety of reasons, not always child-related, for having stopped working.

Other studies have shown the correlation of education and employment for women.<sup>1</sup> The percent of mothers in the target population (less than \$8,000 family income and child age 9 or under) who had completed twelve or more years of school is significantly less than the corresponding figure for the adult population nationwide. In addition, a smaller percentage of mothers in the target population is working than in the population of all mothers: 25 percent of the households surveyed have working mothers while 39 percent of all mothers with children under 17 and 30 percent of those with children under 6 are working.<sup>2</sup> Within the population surveyed, this correlation between education and employment is further demonstrated. The largest group of working mothers (15% of all mothers in the target population) has ten to twelve years of education. Very few of the mothers in the target population have more than a high school education, but a third of those who do are employed. A comparison between the educational levels of working and nonworking mothers in the survey also reinforces the significance of education: 80 percent of the working mothers have completed tenth grade or more, while only 69 percent of the nonworking mothers have had that much education.

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1. Including: Ruderman, Florence A. Child Care and Working Mothers, 1968; Seth Low and Pearl G. Spindler, Child Care Arrangements of Working Mothers, 1968.

2. Bureau of Labor Statistics reported in Bureau of National Affairs, Inc. Manpower Information Service, Vol. 2, No. 12, Feb. 24, 1971.



Education apparently is a strong factor in determining whether or not a woman enters the labor force, but other factors also impinge. The presence of children is obviously a deterrent to women's work force participation, nevertheless a large number of working mothers (358,000) admitted that their child care arrangements were unsatisfactory. Yet they work. No one knows how many children of working mothers are left without adequate care and supervision. As this survey shows, many mothers take jobs regardless of the availability of acceptable child care arrangements.

The only conclusion possible is that there is no simple relationship between the availability of child care facilities and the employment of mothers. It seems unlikely that, if day care centers and homes were accessible to all mothers, the nonworking mothers would use them in order to take any job available to them. A woman might understandably prefer to stay at home with her children if she would have to pay for child care or accept an unsatisfactory arrangement in order to work at a menial, low-paid job. Of course, an unskilled, poorly educated woman might not have the choice of any job. If both acceptable jobs and suitable day care facilities were available, however, it would appear that many of the nonworking mothers would join the labor force.

In summary, then, most working mothers in the target population express satisfaction with their present child care arrangements. Of those who would prefer a change, about one-third would choose center care. The most frequent choice of nonworking mothers would be in-home care, followed by care in a center. Both working and nonworking mothers expect a day care program to provide good food, good care, and safety, while those mothers whose children are in centers that provide some kind of educational component also rank education high on the list of expected elements. To what extent the availability of various kinds of day care influences mothers' decisions to work has not been determined; however, the lack of adequate child care, as evaluated by the mother, may not be sufficient to prevent her from working as evidenced by the working mothers who are very dissatisfied with their present arrangements.

### III. THE NEED FOR DAY CARE

Day care for young children in the United States today is an institution lagging far behind the social change that has brought about the need for it. It is an unorganized and largely





unlicensed service, provided in ways that range from excellent to shockingly poor, and yet it is indispensable to a growing number of people in present-day America: the force of working women of child-bearing age. Working mothers represent all socio-economic levels, and the family with a working mother is becoming the norm rather than the exception. In the absence of organized day care, ad hoc arrangements, which are largely impossible to assess in any accurate way, abound.

The following statistics illustrate the fact that very few of the nation's children of working mothers are cared for in any organized way.

Children under age 6 with working mothers	3,800,000*
Children in day care centers and family day care homes full-day	1,300,000
In centers full-day	575,000
In family day care homes full-day	712,000
Children aged 6 to 14 with working mothers	8,500,000*
Children in before and/or after school care	233,000
In public schools	21,000
In day care centers	87,000
In family day care homes	125,000

98 percent of the homes are unlicensed, and although 90 percent of the centers are licensed, it would be a mistake to assume that possession of a license assures compliance with state and local regulations.

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\* Bureau of the Census Current Population Survey, 1965. (This is the most recent statistic available.)



In the six communities studied it was found that licensing agencies have neither the staff nor the funds to enforce the standards.

The need for day care among low- and moderate-income families was of particular concern in the survey reported here. The following statistics highlight the findings of this survey.

- 358,000 low- and moderate-income working mothers are very dissatisfied with their present arrangements for child care.
- An estimated three-quarters of a million low- and moderate-income mothers are not working because they cannot find satisfactory child care.
- The cost per child for full-day care in a day care center is approximately \$56 per month.\* Low- and moderate-income working mothers who pay for child care presently pay an average of about \$35 per child per month.
- 373,000 low- and moderate-income working mothers with preschool children say that they would prefer care in a day care center for their children.

Based on these statistics, various estimates of the extent of this need can be made. While it is not the intent of this report to make recommendations to the government, some of the findings raise questions relating to the definition of "need for day care" that should be considered. Day care facilities are needed, not only for the children of poor mothers who want to work, but also for the children of already working mothers who are unable to arrange for adequate child care. There are more than one and a half million preschool children in families with incomes of less than \$8,000 whose mothers are working. Information about the arrangements made for their care is included in this report. In addition, there are an unknown number of children in families which have incomes over \$8,000 only because both parents are working. How are these children cared for? While the provision of subsidized day care may enable some mothers to work, other mothers who are working now make whatever arrangements they can for the care of their children. What is happening to these children?

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\* This estimate is low for reasons cited on page xiii.



## 1. INTRODUCTION

### 1.1 Sample design\*

The data reported in this section were collected from an area probability sample taken from the 48 conterminous states and the District of Columbia. The geographic area covered by the universe was divided into 52 strata chosen to obtain homogeneity with respect to geographic region, urbanization, type of industry, and selected other characteristics.

Seven of the strata were large Standard Metropolitan Statistical Areas (SMSAs) or Consolidated Metropolitan Areas (CMAs). These seven strata were not subdivided into primary sampling units (PSUs), but the whole area was drawn into the sample with certainty for further subdivision as necessary. The other 45 strata were composed of PSUs that were single counties or aggregations of contiguous counties.\*\* In all 45 of these strata a single PSU was selected with probability proportional to 1960 population (1970 census data not being available at the time of the selection). The selected PSUs were subsampled as needed to provide the specific samples described below.

#### 1.1.1 Sample of day care centers

Lists of names and addresses of day care centers were obtained for each of the sample counties from the following sources:

1. Licensing authorities (county, municipal and state)
2. Telephone directories
3. Principal church organizations
4. Community action agencies
5. Departments of welfare or social service
6. Other known sources of compiled lists

Some of the sources provided figures on number of children enrolled and whether the center provided only part day care. Thus, it was possible to eliminate from the lists those centers that were clearly family day care homes. For this purpose, an arbitrary cutoff of seven children was used. If the center was listed as having less than seven full-day children it was dropped from the list. Such small centers had an opportunity to come into the sample through the household survey described below.

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\*The details of the complete sample design appear in Appendix A.

\*\*In New England, boundaries were described in terms of town boundaries rather than counties, to coincide with Office of Management and Budget definitions.





The number of day care centers to be included in the sample was determined so as to make the overall sample as nearly selfweighting\* as feasible in order to simplify subsequent analysis. Some departures from selfweighting were employed in certain PSUs where the number of day care centers was disproportionately large or small with respect to total population. These adjustments were made to increase the efficiency of the overall design. In some cases the sample number was doubled and in other cases it was cut in half.

#### 1.1.2 Users of identified day care centers

A sample of users of the selected day care centers was interviewed. These were parents or others exercising parental responsibility over the children in the centers. The number of parents sampled from each day care center was approximately proportional to enrollment.

#### 1.1.3 Households

Within each selected PSU a sample of census tracts or enumeration districts (ED's) was drawn. Within these a subsample of blocks (or identifiable areas approximately equivalent to blocks) was drawn. To increase the efficiency of the sample, the land area was stratified into four classes as follows:

- i. Poverty tracts inside central cities (using Bureau of the Census identifications)
- ii. Nonpoverty tracts inside central cities
- iii. Urbanized areas outside of central cities
- iv. Enumeration districts outside urbanized areas in SMSAs or in counties not in SMSAs.

The sample was allocated over these four substrata so as to maximize more nearly the information obtained per dollar of field costs. Also, the substrata have meaning in their own right and selected data are reported for them in this section.

Some cruising of the selected block groups or ED's was done to identify blocks with large populations. These were subdivided and treated as two or more blocks in subsequent sampling.

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\*In a perfectly selfweighted sample all sample units in the population have an equal probability of selection. In practice, perfect selfweighting is seldom achieved.



The sample of blocks or pseudo-blocks that was finally drawn was screened completely by enumerators to identify family day care homes and families with incomes under \$8,000 and with children 9 years of age or younger. These households were interviewed except for nonresponse, not-at-homes, and so on.

#### 1.1.4 Public school administrators

A total of 1,400 school districts was sampled. These represented school districts listed in "Education Directory, Public School Systems, 1969-70", published by the National Center for Educational Statistics. School districts were included if they had an enrollment of 300 or more pupils and if they were located in one of the counties selected for the day care sample. Boundaries of PSUs in New England were modified to include entire counties.

#### 1.2 Sample sizes and response rates

The number of day care centers in the selected PSUs which were identified on lists prepared in advance of the field work was 551. Of these, 350 were eligible under the criterion that at least one child must have been cared for 7 hours or more per day. A total of 316 interviews was obtained from the eligible centers for an unweighted response rate of 90 percent. When weights were applied to take account of the differing probabilities of selection, the overall response rate was closer to 89 percent. However, weighted response was examined for SMSAs and non-SMSA areas and found to be 87 percent and 96 percent, respectively. The universes of these percentages were used to adjust all day care center data for nonresponse.

Of the 316 center interviews, 27 were subsequently reclassified as family day care homes, so that the final number of centers was 289. A total of 859 users of day care centers was selected from the files of the 289 centers in which an interview was completed. From these lists of users the interviewers were able to contact 648 user parents. The loss of 211 potential respondents resulted from old addresses and repeated "not at home" calls. An additional 71 parent users refused to be interviewed. Hence, a total of 577 or 71 percent of those parents selected was interviewed.

The basic design for the study called for surveys in 52 PSUs, and 1,116 blocks selected for canvassing within the counties. The canvassing resulted in the identification of 21,528 dwelling units or households. Of these households six percent were vacant, 21 percent were refusals or "not at homes" and 74 percent (15,824) produced completed screenings.

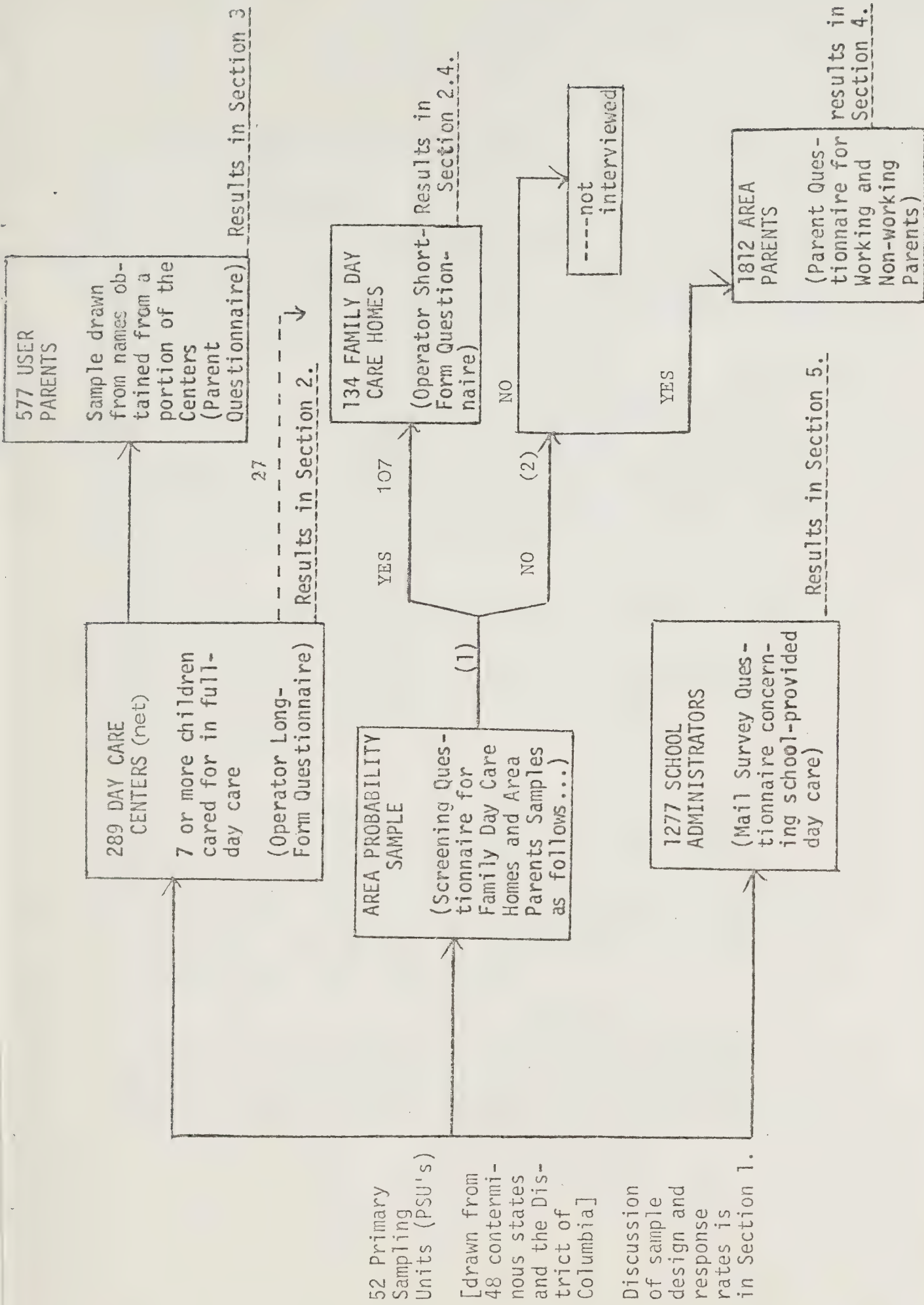




Eleven percent of the completed screenings resulted in interviews with eligible parents and one percent (107) resulted in interviews with operators of family day care homes. Eighty-eight percent of the completed screening was with ineligible parents, i.e., having either no children living in the household who were 9 years of age or younger, or having a total family income of \$8,000 or more.

A complete description of the sample design used in this study is given in Appendix A, and a detailed summary of the response is given in Appendix C.





- (1) if respondent cares for one of more child(ren) other than own, for 7 or more hours per day, 2 or more days per week, with no full-time paid assistant.
- (2) if respondent household has family income below \$8,000 per year and at least one child 9 years of age or under.



## 2. OPERATOR RESPONSES

### 2.1 Introduction

The Operator Survey obtained data from a sample of day care centers and from a general household sample. The results from these two samples are reported together in this section to the extent that combined reporting is meaningful. Special tabulations for day care homes are given in Section 2.4.

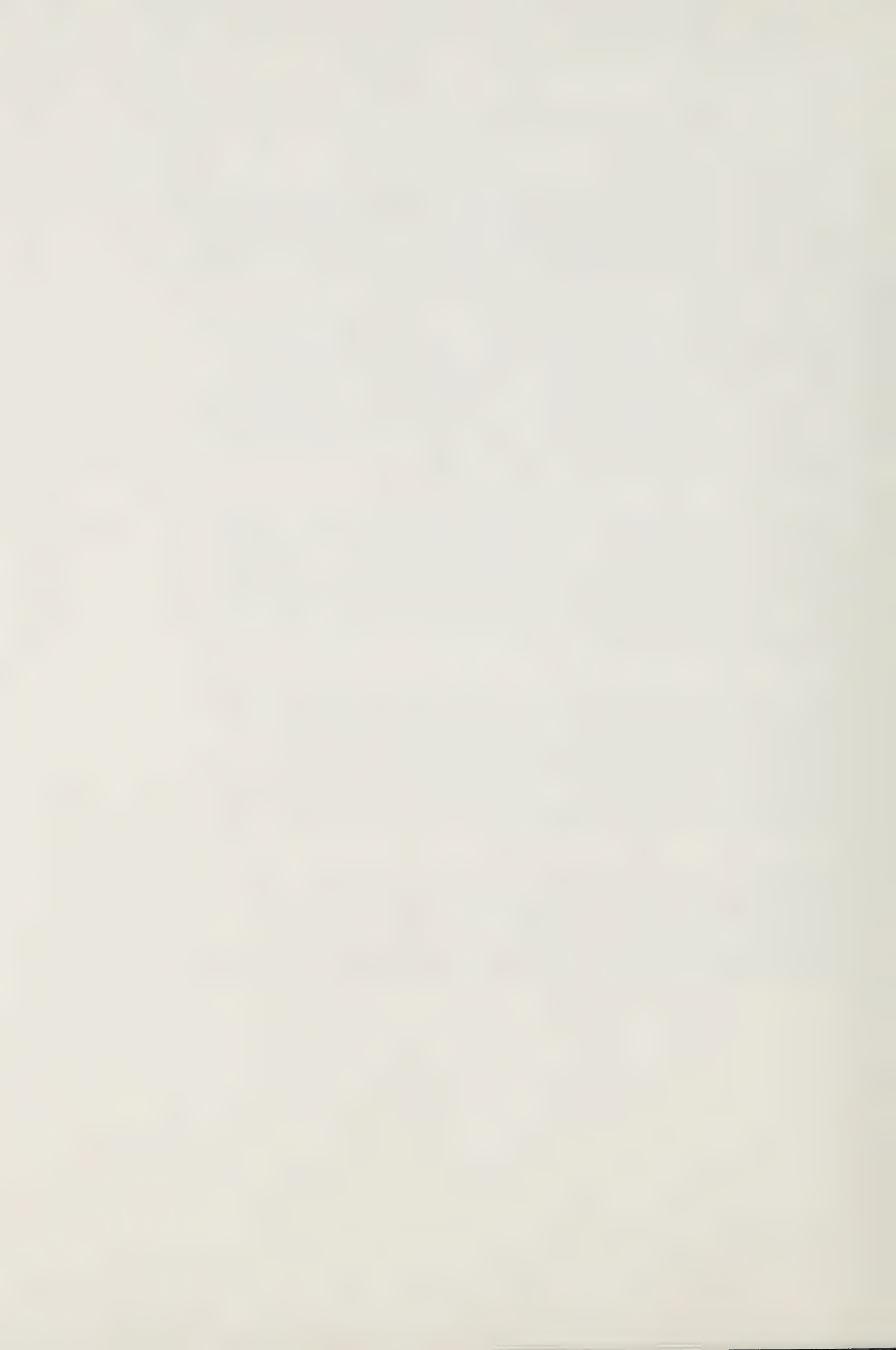
The basic classification for analysis in this section is by full day enrollment. The sample drawn from pre-identified day care centers tended to produce establishments with full-day enrollments of seven or more. There were some exceptions, however. The establishments identified in the house-to-house canvass had uniformly small enrollments and could easily be characterized as family day care homes.

The Federal Interagency Day Care Requirements 1968 include an intermediate category for an enrollment of seven to twelve children that is entitled "group day care homes". Because so few facilities of this type were found, those that did fall into this category were relabeled as day care centers. Facilities with six or fewer full-day enrollees were considered as family day care homes.

A few facilities classified as family day care homes had more than six children enrolled, however, no more than seven children were enrolled on a full-day basis. Only slight distortion of child-staff ratios has resulted from their inclusion in the family day care home category due to the small number of these cases. For simplicity, we have adhered to the size classification throughout this section.

Generally, data are reported as rounded by the computer to whole numbers. It is assumed that the reader will understand that sampling and response errors make the least significant digits in reported numbers meaningless. They have been reported, however, to avoid further problems in rounding.





One of the objectives of the study is to characterize the universe of day care provided in the United States and to provide estimates of costs (or per child payments) for day care. It is obvious that a wide range of services and programs is encompassed by the name "day care", and estimates of per child costs or payments become more meaningful if they can be attributed to subsets of the total spectrum of day care.

In looking at the variety of day care programs, it was decided that a categorization of day care centers by completeness of program would have meaning to users of the study. At one extreme is the center that provides shelter from the elements and protection from bodily harm but little in the way of programs intended to develop the child physically, mentally, or emotionally. At the opposite extreme is the center that, in addition to the protective role of the day care center, explicitly provides for educational programs, health programs, counseling and, in general, attempts to do things necessary to develop the child mentally, physically and emotionally. A scale of completeness of program, if one could be constructed, would represent a continuum and one would then expect most centers to fall in some middle segment along the scale.

The possibility of constructing a quantitative scale of completeness was considered and rejected because of the restricted time available for basic analysis of the data. Instead, it was decided that an expert in day care programs would be used to sort the responding day care centers into three categories, A, B, and C. Type A is the most nearly custodial group of centers and Type C the group with most nearly complete programs. In reviewing the results of the study it should be kept in mind that the three types represent segments of a continuum with all of the associated boundary problems in classification.

The following variables were considered by the day care expert in determining the classification into which each center fell: the facility, the staff, the equipment, the program, and the ancillary services.

After reviewing each of these variables the day care expert classified each center as Type A, B or C where:



Type A, Custodial; Offers food, shelter, and adult supervision, but makes no attempt to provide education or other services, such as health care or family counseling;

Type B, Educational; Offers food, shelter, adult supervision, and some kind of educational program;

Type C, Developmental; Offers food, shelter, adult supervision, an educational program, and all or some of the following components -- health care, parent participation, counseling, social and creative activities.

While this classification was subjective, and it is impossible to eliminate all value judgements from such a procedure, nevertheless, the attempt was made to identify descriptive program elements which characterize various centers without judging the worth of these elements. For example, centers that had written schedules and educational materials were categorized as Type B. Whether or not the center had an effective educational program, or even whether or not an educational program is preferable to the free play in a Type A center, were not considered in this classification.

The expert classified the day care centers as follows:

A -- Custodial day care	26.3%
B -- Educational day care	48.4%
C -- Developmental day care	<u>25.3%</u>
Total	100.0%

Since this classification is used as an important part of the analysis, it was decided to test the extent to which the classification might be repeated by another expert. For this purpose, six groups of five operator responses were drawn at random with the restrictions that each group would contain not less than one classified A by the expert, not less than one classified C and not less than two classified B.





The order within the groups was randomized and the groups were presented independently to each of two additional experts who were not told the original ratings nor the random balancing within groups. The additional two experts were asked to classify all as A, B, and C and then to rank each group of five according to completeness of program. The results are presented in the following paragraphs. The initial rater is denoted by "X" and the two additional raters as "Y" and "Z". There was no communication among them during or before the experiment.

The summary ratings are as follows:

Rating	Frequency of rating		
	X	Y	Z
A	10	15	11
B	13	9	14
C	7	6	5

There appears to be some tendency for Y to discount more heavily minor additions to custodial programs.

The ratings of X are compared with the ratings of Y as follows:

Rated by X	Rated by Y		
	A	B	C
A	10		
B	5	6	2
C		3	4

The two cases above the diagonal cells compared to eight below are indicative of a more stringent scale by Y than by X.

The comparison between X and Z is as follows:

Rated by X	Rated by Z		
	A	B	C
A	9	1	
B	2	11	
C		2	5



Again, there is some tendency for Z to rate more severely than X. These combined results are statistically significant at the 0.1 probability level.

Rankings by Y and Z are as follows:

Ranking by Y	Ranking by Z				
	1	2	3	4	5
1	3	3			
2	3	2	1		
3		1	4	1	
4		1		4	
5					6

The coincidence of rankings is clear evidence of the ability to discriminate along the scale of completeness.

Finally, the ratings by X are compared against the average rankings of Y and Z as follows:

Rated by X	Ranked by Y and Z (in parentheses)				
	1	2	3	4	5
A			1(1)	4(4)	5(5)
B	3	3(6)	5(4)	1(2)	1(1)
C	3(6)	3(1)	1		

The evidence is clear that the ratings of X were essentially substantiated by Y and Z. That is, only one case rated A by X received a ranking below 4 by either Y or Z and only one case rated C by X received a ranking above 2. Upon the basis of this evidence, one can conclude that there are underlying differences among the centers which are reflected in the given ratings.

Table 2.1 shows profiles of the A, B and C types with respect to particular characteristics. This table is quite detailed, but serves both to characterize the completeness-of-program types and to provide an overview of the analytical tables that follow. Some grasp of the range in program and operating characteristics is provided by the comparisons among types.



Category B represents a conglomerate of characteristics, but the comparison of category C (more complete) with category A (more custodial) is revealing. In general, category C centers are newer, more often operated by community agencies (and more often nonproprietary\*), have more child sized equipment and facilities, have more equipment, have substantially more extensive health and education programs, serve poorer or otherwise disadvantaged families, have more parent involvement, charge slightly higher fees (when they charge), receive more government support in planning and organizing, and report more concern with the problems of raising money.

\*Operators were asked if their center was "a proprietary (profit-making) organization."





Table 2.1 Profiles of day care centers by category

Characteristics	Category A	Category B	Category C
1. <u>General characteristics</u>			
Median months in operation	Over 60	Over 60	37
Number of children per center	33	49	52
Percent of children full day	84	64	80
Percent of children under 2 years	9	2	0
Percent of minority group children	45	34	61
Percent with waiting lists	30	52	78
Percent that accept handicapped/ retarded children	49	53	60
Percent proprietary	79	68	17
Percent operated by:			
Community action agencies	0	2	46
Churches	12	25	8
Private companies*	78	63	22
2. <u>Facilities and equipment</u>			
Percent who own facilities	79	63	18
Percent with buildings built before 1945	25	22	19
Percent in building used exclusive- ly for day care	46	53	48
Percent with child-sized:			
Wash basins	39	65	51
Toilets	33	56	52
Tables and chairs	94	100	100

\* Includes the response "no one", since there is reason to believe these are largely privately owned



Table 2.1 Profiles of day care centers by category (Cont'd.)

Characteristic	Category A	Category B	Category C
Percent with isolation space for the sick	70	92	85
Percent with indoor muscle develop- ment equipment	54	91	100
Average replacement cost \$	119	259	350
Percent with quiet play equipment	96	99	100
Average replacement cost \$	104	292	336
Percent with equipment for art work	90	98	100
Average replacement cost \$	76	225	239
Percent with doll play and house- keeping toys	90	96	100
Average replacement cost \$	95	237	318
Percent with musical toys and instruments	79	96	99
Average replacement cost \$	184	399	388
Percent with center-owned outdoor play equipment	96	95	90
Average replacement cost \$	352	568	500
Percent with science equipment	21	67	87
Average replacement cost \$	121	148	144
Percent with cots, cribs, mats	98	96	100
Average replacement cost \$	335	439	496
Percent with audiovisual equipment	83	88	87
Average replacement cost \$	322	464	418





Table 2.1 Profiles of day care centers by category (Cont'd.)

Characteristic	Category A	Category B	Category C
Percent with other special equipment	15	29	39
Average replacement cost \$	116	371	419
Total replacement cost, all equipment all centers \$(000's)	6,918	25,194	11,955
Average* replacement cost all equipment all centers \$	1,415	2,878	3,062
Average* replacement cost per full day child all equipment \$	51	91	74
<b>3. <u>Programs</u></b>			
Percent with written activity schedule	18	60	91
Percent keeping various records:			
Background information	77	97	96
Medical records	72	98	100
Attendance records	94	98	100
Developmental records	26	49	86
Percent requiring physical examination	78	93	75
Percent having the following arrangements for emergency:			
Hospital/clinic	32	49	66
Physician	44	66	73
Nurse	7	28	63

\* Average based upon all centers whether or not they reported having such equipment



Table 2.1 Profiles of day care centers by category (Cont'd.)

Characteristic	Category A	Category B	Category C
Percent with various examination programs and services:			
Physical examinations	5	8	73
Dental examinations	3	7	70
Vision tests	8	19	86
Speech tests	0*	7	64
Hearing tests	6	13	71
Psychological testing	2	7	67
Social work	4	14	74
Percent serving various meals to full-day children:			
Breakfast	51	27	55
Lunch	95	96	98
Dinner	15	3	0
Morning snack	76	89	84
Afternoon snack	97	97	95
Percent providing care for school children	59	65	33
Percent that allow attendance with illness	66	62	56
4. <u>Staff</u>			
Percent of centers reporting any certified teachers	5	43	62

\* Less than 0.5 percent



Table 2.1 Profiles of day care centers by category (Cont'd.)

Characteristic	Category A	Category B	Category C
Number of certified teachers per center (all centers)	0.06	0.82	1.19
Number of full-day children per certified teacher	470	39	35
Number of total staff per center using foreign language in working with non-English speaking children	0.12	0.21	0.66
Full-day equivalent children * per certified teacher (median)	14	11	11
Full-day equivalent children per total staff (median)	12	11	4
Full-day equivalent children per child-related staff persons (median)	15	14	6
Number of centers reporting any volunteers	3	5	12
Full-day equivalent children per volunteer staff person (median) **	39	13	7
Monthly salary of child-related service personnel per full day equivalent child (median) \$	14	26	44
5. <u>Parent characteristics</u>			
Ratio of one parent to two parent households	0.33	0.37	0.93
Percent of families with income under \$4,000	18	16	59

\* Part-day children were weighted as one half of full-day children in computing full-day equivalent enrollment.

\*\* Computed for centers with volunteer staff.





Table 2.1 Profiles of day care centers by category (Cont'd.)

Characteristic	Category A	Category B	Category C
Percent of families with income of \$8,000 and over	28	45	17
Percent of mothers working	97	91	83
Percent holding parent conferences	57	84	92
Percent parent participation in:			
Caring for children	3	2	28
Policy making	5	9	45
Fund raising	8	9	46
Repairing and making equipment	6	8	37
<b>6. <u>Fee schedules, costs and receipts</u></b>			
Percent with same fee structure for each child	29	22	13
Percent with fee dependent upon income and size of family	0	3	0
Percent with fees dependent upon number of children from same family	64	58	14
Average basic* weekly fee per child (\$)	12	17	16
Average weekly fee for first child (\$)	13	16	17
Average weekly fee for second child (\$)	9	11	13
Average weekly fee for third child (\$)	8	9	11
Percent making extra charges for food	13	6	5

\*Computed for centers reporting a single fee schedule



Table 2.1 Profiles of day care centers by category (Cont'd.)

Characteristic	Category A	Category B	Category C
Percent making extra charges for transportation	7	10	7
Costs * per month per full-day equivalent child (median)	27	45	114
Receipts * per month per full-day equivalent child (median)	33	56	110
<b>7. <u>Perceived needs and problems</u></b>			
Percent reporting perceived needs of community:			
More day care for working mothers	28	46	73
More day care for nonworking mothers	16	31	64
More full-day programs	27	40	78
More part-day programs	13	31	50
More after school programs	20	32	70
Percent reporting specific operating problems:			
Parents late picking up children	11	3	0
Getting children	6	13	2
Getting qualified help	8	12	17
Insufficient facilities and equipment	4	8	17

\* Reported "total annual cost of operating your center" and "total annual gross receipts of your center" were divided by 12 times the full-day equivalent children.



Table 2.1 Profiles of day care centers by category (Cont'd.)

Characteristic	Category A	Category B	Category C
Residential--apartment buildings	0	6	25
Nonresidential--institutional and commercial	10	17	4
Rural	7	4	6
Percent judged "good" by interviewer:			
Internal condition	65	83	64
External condition	63	83	67





## 2.2 Sampling errors

Data reported in tables later in this section are based upon 289 interviews with center operators and 134 interviews with family day care homes.\* These sample sizes are small enough that nontrivial sampling error exists. In general, one can place substantial reliance on overall ratios or averages (such as total enrollment, total costs, and so on). The sampling reliability of the estimates declines as the universe is subdivided. That is, estimates by ownership (or operation) are less reliable than estimates for the entire universe of centers, and estimates by size class within type of ownership (or operation) are based upon so few interviews that they should be considered only as rough guides. Since even rough estimates have value for the patterns they reveal, such data have been reported completely without additional rounding to reflect the uncertainty of the estimates. The reader is warned, however, that estimates taken from cells in cross tabulations have doubtful validity when considered in isolation from the patterns portrayed by the remaining cells in the table.

In order to quantify sampling errors, estimated coefficients of variation\*\* were computed for selected statistics. The method of computation is outlined in Appendix A, and, as indicated there, the "method of collapsed strata" leads to overestimates of the sampling error.

Some of the estimates derived from the 289 interviews with center operators are shown in Table 2.2. The magnitude of the quantity being estimated is also shown in Table 2.2. The coefficient of variation multiplied by 1.6 defines a neighborhood around the "true value" within which about 90 percent of sample estimates would lie. For example, in Table 2.2 the coefficient of variation for the number of day care centers is 0.10, so one can reasonably expect that the estimate of 17,500 such centers is within 16 percent of being correct.

Coefficients of variation are shown for selected data from the survey of family day care homes in Table 2.3. The generally larger coefficients of variation for the day care home questions reflect the smaller sample of such establishments "captured" in the house to house canvass.

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\*Twenty-seven operator responses were reclassified as day care home responses because of the small number of children cared for.

\*\*The coefficient of variation is the standard error divided by the quantity being estimated. (See Section 4.2.2 "Sampling error")



Table 2.2 Estimated coefficients of variation of selected statistics from the operator questionnaire

Statistic	Estimated coefficient of variation	Approximate magnitude being estimated
1. Total number of centers	0.10	17,500
2. Total enrollment*	0.09	570,000
3. Enrollment in type C centers	0.19	160,000
4. Enrollment in size class 13-29	0.10	145,000
5. Enrollment in proprietary centers	0.15	290,000
6. Average enrollment per center	0.05	33
7. Average enrollment per type C center	0.12	41
8. Average enrollment per center of size class 13-29	0.03	21
9. Average enrollment per proprietary center	0.07	28
10. Proportion of centers that are type C	0.19	0.22
11. Proportion of centers that are in size class 13-29	0.08	0.38
12. Proportion of centers that are proprietary	0.10	0.59
13. Average costs per child, all centers (\$ per year)	0.12	670
14. Average costs per center, all centers (\$ per year)	0.15	32,000
15. Average costs per child, type C centers (\$ per year)	0.11	1,270

\* Enrollment is full-day enrollment throughout this table.



Table 2.3 Estimated coefficients of variation of selected statistics from the day care homes questionnaire

Statistic	Estimated coefficient of variation	Approximate magnitude being estimated
1. Total number of day care homes	0.15	450,000
2. Total children cared for in day care homes	0.19	825,000
3. Children per home	0.07	1.8
4. Total full-day children	0.17	700,000
5. Full-day children per home	0.06	1.6
6. Proportion of children that are full-day	0.03	0.8
7. Number of homes supported by fees only	0.16	430,000
8. Proportion of homes supported by fees only	0.02	0.95
9. Number of homes with weekly fees of \$7 to \$12.99	0.18	210,000
10. Proportion of homes with weekly fees of \$7 to \$12.99	0.10	0.5





2.3        Day care centers

2.3.1      Enrollment in day care centers and homes

Table 2.4 shows that the estimated total number of children in day care is 1.64 million, of whom 1.29 million are full-time enrollees. Fifty-one percent of total enrollment is in day care homes (with the limitations on that definition described in Section 2.1).

Interpretation of the figures on total enrollment requires one to keep in mind that the survey only encompassed those establishments that had at least one full-day child. Thus, the number of children in day care for part-days (less than 7 hours) is much greater than the 354,000 and shown in Table 2.4. In particular, half-day Head Start and nearly all other half-day enrichment or educational programs are not included.

Table 2.5 shows enrollment by size classes and completeness-of-program categories. As might be anticipated, the most nearly complete programs (category C) have higher percentage of enrollments of 30 or more and the least complete programs (category A) have a higher percentage of enrollments in the size class "7 to 12." Note that the establishments in size class "Less than 7" were not rated with respect to completeness of program.

Table 2.6 shows distributions of total enrollments by age of children. The tendency of day care homes to take younger children is clearly evident. Also, it is believed that enrollments in the 6- and 7-year-old classes may represent largely either part-day care or enrollment in full-day educational programs.

Table 2.7 shows full day enrollment by ethnicity by size of establishment for day care centers only. Comparable data were not obtained for day care homes. About 36 percent of total enrollment was black and 8 percent was other minorities. Minority enrollments tend to be largely in the larger day care centers. The large centers tend to be in areas of high population density which also tend to have high minority group populations.

Percent of centers that are proprietary and percent of total enrollment in proprietary centers are shown by size classes in Table 2.8. The small centers are predominantly proprietary and the large ones predominantly nonproprietary. This observation is important to keep in mind in interpreting all of the tables that show characteristics by size classes.



About 79 percent of enrollment in proprietary centers is made up of white children, compared to 33 percent in nonproprietary centers (Table 2.9).

The extent to which demand for day care exceeds capacity of available facilities is of relevance to program planners. An estimated 52 percent of day care centers maintain waiting lists. This percentage includes those with zero children currently on the waiting lists as well as those with long waiting lists.

Table 2.10 displays some relevant data for day care centers with waiting lists. An estimated 124,000 children were on waiting lists at the time of the survey. This figure is about 16 percent of total day care enrollment in the institutions studied and 26 percent of the enrollment of those maintaining waiting lists. Waiting lists amount to 10 percent of enrollment of licensed proprietary centers, 45 percent of licensed nonproprietary enrollment, and 12 percent of unlicensed enrollment. (In all cases the denominator is enrollment of those centers that maintain waiting lists.) The extent of duplication among waiting lists is unknown. It should be noted that the concept of waiting lists can only be used as a partial indicator of the need for child care in centers since there may be duplication on waiting lists, arbitrary cut-offs imposed by the operators, ineligible entries, and so on.

The distribution of the demand for day care is more apparent when compared with licensed capacity. The data in the last six columns of Table 2.10 are the result of the following computation:

Number on waiting list plus enrollment  
minus licensed capacity.

The fact that many centers have enrollment above licensed capacity increases the apparent shortage of available "slots" from 19,000 to 33,000 for proprietary centers. About 63,000 unfilled spaces are available, distributed equally between proprietary and nonproprietary centers. These, of course, do not offset the demand figures quoted above.

Over half of the day care centers reported that they accepted mentally or physically handicapped children, but most had no such children presently enrolled. Slightly over one percent of total enrollment was handicapped. The estimates are presented in



Table 2.11. It is important to note that numbers in the cells of the table are small, representing relatively rare events. They have little validity with respect to individual cells, but the overall magnitude of handicapped enrollment may be reasonably well represented.





Table 2.4 Estimated number of children and facilities in full-day care by size class

Full-day enrollment	Number in sample	Estimated number of facilities	Estimated number of children enrolled and percents			
			Total		Full-day	
			Number (000's)	Percent	Number (000's)	Percent
Less than 7	134	448,125	844	51.4	712	55.3
7 - 12	18	3,439	70	4.3	31	2.4
13 - 29	89	6,730	242	14.7	142	11.0
30 - 44	72	3,659	162	9.9	132	10.3
45 - 59	53	2,006	111	6.8	99	7.7
60 - 99	41	1,295	126	7.7	96	7.5
100 and over	<u>16</u>	<u>417</u>	<u>86</u>	<u>5.2</u>	<u>75</u>	<u>5.8</u>
Total	423	465,671	1,641	100.0	1,287	100.0
					<u>11</u>	<u>3.1</u>
					354	100.0



Table 2.5 Estimated full day enrollment and percentage distribution by category of facility and size class

Category of facility and enrollment	Number of centers in sample	Enrollment					
		Total		Full-day		Part-day	
		Number	Percent	Number	Percent	Number	Percent
Category A	76	161,883	100.0	135,406	100.0	26,477	100.0
7 - 12	24	20,122	12.4	13,821	10.2	6,301	23.8
13 - 29	34	51,695	31.9	40,572	30.0	11,123	42.0
30 - 59	13	53,016	32.8	45,149	33.3	7,867	29.7
60 and over	5	37,050	22.9	35,864	26.5	1,186	4.5
Category B	140	432,288	100.0	277,804	100.0	154,484	100.0
7 - 12	23	35,789	8.3	15,199	5.5	20,590	13.3
13 - 29	54	153,204	35.4	78,261	28.2	74,943	48.5
30 - 59	46	133,171	30.8	109,326	39.3	23,845	15.5
60 and over	17	110,124	25.5	75,018	27.0	35,106	22.7
Category C	73	202,556	100.0	161,287	100.0	41,269	100.0
7 - 12	5	14,246	7.0	2,261	1.4	11,985	29.1
13 - 29	22	37,056	18.3	23,401	14.5	13,655	33.1
30 - 59	35	86,245	42.6	75,875	47.1	10,370	25.1
60 and over	11	65,009	32.1	59,750	37.0	5,259	12.7



Table 2.5 Estimated full-day enrollment and percentage distribution by category of facility and size class (cont'd.)

Category of facility and enrollment	Number of centers in sample	Enrollment					
		Total		Full-day		Part-day	
		Number	Percent	Number	Percent	Number	Percent
All categories	289	796,724	100.0	574,495	100.0	222,229	100.0
7 - 12	52	70,157	8.8	31,281	5.4	38,876	17.5
13 - 29	110	241,954	30.4	142,234	24.8	99,720	44.9
30 - 59	94	272,431	34.2	230,349	40.1	42,082	18.9
60 and over	33	212,182	26.6	170,631	29.7	41,551	18.7





Table 2.6 Estimated percentage distribution of enrollment in day care by age of child

Full-day enrollment	Total enrollment	Percent by age groups						
		Under 2 years	2 years	3 years	4 years	5 years	6 years	7 years and over
Less than 7	843,664	21.8	18.3	15.4	18.8	11.3	6.3	8.1
7 - 12	70,157	4.3	8.0	26.0	31.0	22.9	3.8	4.0
13 - 29	241,954	4.1	9.7	21.1	28.2	22.6	4.9	9.4
30 - 44	161,621	3.7	8.8	26.4	30.3	24.0	3.4	3.4
45 - 59	110,810	3.8	11.0	24.0	30.7	23.8	3.4	3.3
60 - 99	126,465	2.4	6.6	31.2	31.9	21.0	5.6	1.3
100 and over	<u>85,717</u>	0.0	7.8	8.4	35.1	29.2	8.9	10.6
Total	1,640,388	12.9	13.7	19.3	24.5	17.2	5.5	6.9



Table 2.7 Estimated percentage distribution of enrollment in full-day care by ethnic group

Full-day enrollment	Total enrollment	Percent of ethnic group			
		White majority	Black	Spanish-American	Other
7 - 12	31,281	88.7	9.4	1.3	0.6
13 - 29	142,234	69.1	24.1	4.3	2.5
30 to 44	131,785	55.6	37.8	5.5	1.1
45 - 59	98,564	57.4	27.6	13.5	1.5
60 - 99	95,996	35.2	56.7	6.9	1.2
100 and over	<u>74,635</u>	39.8	52.8	6.6	0.8
Total	574,495	55.6	36.2	6.7	1.5



Table 2.8 Estimated percentage distribution of full-day enrollment by ownership of centers

Full-day enrollment class	Total number of centers	Total full-day enrollment	Percent of total centers which are proprietary	Percent of total full-day enrollment in proprietary centers
7 - 12	3,439	31,281	72.3	77.7
13 - 29	6,730	142,234	65.7	65.4
30 - 44	3,659	131,785	52.6	52.6
45 - 59	2,006	98,564	48.3	47.0
60 - 99	1,295	95,996	34.8	34.2
100 and over	<u>417</u>	<u>74,635</u>	21.2	18.8
Total	17,546	574,495	60.9	51.4





Table 2.9 Estimated enrollment and percentage distribution by ownership of center and ethnicity of children

Ownership	Total enrollment	Percent white majority	Percent Black	Percent other
Proprietary	287,906	78.2	15.0	6.8
Nonproprietary	<u>286,594</u>	33.0	57.5	9.5
Total	574,500	55.6	36.2	8.2



Table 2.10 Number of children on waiting lists (in thousands) by licensing and ownership of center for centers maintaining waiting lists

Kind of center	Total on waiting list	Total enrollment	Total licensed capacity	Number (in thousands) of licensed centers with demand					
				100% or more above capacity	50-94% above capacity	25-49% above capacity	10-25% above capacity	0-9% above capacity	Below capacity
Licensed centers									
Proprietary	19.3	195.2	214.0	20.3	5.8	0.8	4.5	1.7	31.5
Nonproprietary	98.2	218.5	240.7	61.9	25.1	18.3	2.6	0.3	31.4
Unlicensed centers	6.8	58.3							
Total	124.3	472.0							



Table 2.11 Estimated number of centers accepting and total enrollment of mentally or physically handicapped children in day care centers by enrollment

Full-day enrollment	Centers that accept handicapped		Enrollment of handicapped			Percent of handicapped in total enrollment
	Number	Percent of all centers	Enrollment of handicapped		Total	
			Full-day	Part-day		
7 - 12	1,469	42.7	208	403	611	0.9
13 - 29	3,365	50.0	1,680	1,425	3,105	1.3
30 - 44	1,918	52.4	1,138	278	1,416	0.9
45 - 59	1,517	75.6	678	114	792	0.7
60 - 99	843	65.1	1,518	194	1,712	1.4
100 and over	<u>301</u>	72.2	<u>1,111</u>	<u>48</u>	<u>1,159</u>	1.4
Total	9,413	53.6	6,333	2,462	8,795	1.1





### 2.3.2 Facilities and activities

About 60 percent of day care centers are proprietary centers. Table 2.12 shows that small centers are predominantly privately operated and that United Funds, community agencies and Community Action Agencies play an increasing role in operation as centers become larger. Churches operate about 18 percent of the day care centers and welfare departments about 3 percent.

Half of the centers operate in buildings used exclusively for day care; but exclusive use of the building is, of course, highly related to size of center (Table 2.13).

About 58 percent of facilities are owned by the operator; 22 percent are donated. While there appears to be some tendency toward higher rate of ownership among the very small and very large centers (Table 2.14) the differences shown could easily be accounted for by sampling error.

Table 2.15 shows the distribution of day care establishments by length of time in operation. The larger centers tend to have been in operation longer than the smaller centers, but the differences are not pronounced. Day care homes have been in operation about half as long as day care centers. The data are not strictly comparable since the day care home question was stated as "How long have you been caring for other people's children?" The major difference between centers and homes is not likely to have been influenced greatly by this wording.

Around 95 percent of reporting centers are open five days per week, and the same percentage of full-day children attend five days. Fifty-two percent open between 7:30 and 8:30 a.m., but 35 percent open before 6:30. Two-thirds close between 5 and 6 p.m. Two-thirds are open between ten and eleven hours per day, and almost 90 percent are open between nine and fourteen hours per day. About 89 percent are open for 12 months per year. Only 27 percent are exclusively full-day centers.

Table 2.16 shows that 22 percent of the buildings were constructed during or after 1965, 27 percent in the period 1955-1964, 20 percent during 1945-1954, and 32 percent were built before 1945. The effect of a 29 percent nonresponse to this question is unknown, but the reader should be aware of the nonresponse in interpreting the table.



Interviewers were asked to rate both exterior and interior facilities as "good", "fair", or "poor". The results are presented in Table 2.17. In view of the low validity of such ratings experienced by the Bureau of the Census in the 1960 Census of Housing, it is doubtful if much credence can be placed on the results of this part of the survey.

About two-fifths of day care centers were in single dwelling units and another one-fifth each in churches and special buildings for day care. Table 2.18 shows that the remaining one-fifth was scattered over a wide range of structures. Twenty-eight percent of proprietary day care centers are in buildings specially designed for day care and 12 percent of nonproprietary centers were in such facilities.

About two-thirds of day care centers are in neighborhoods of single family dwelling units. Table 2.19 shows that over three-fourths of small centers and about half of large centers are thus located. Many of the large centers tend to be located in apartment areas or areas dominated by commercial buildings. Almost four out of five proprietary centers are in communities of single family homes.

Safety features and child-related facilities vary widely by size of center as shown in Table 2.20. All centers reported having running water, wash basins, flush toilets and telephones.

All centers reported use of an outdoor play area, and 93 percent of centers reported a play area "belonging to" the center. Eight percent reported use of a private playground not belonging to the center and 11 percent use of a public playground. Clearly, some use more than one playground. Median square feet of play area per child was about 120 square feet, but there were wide variations.

Median square feet of floor space per child is shown in Table 2.21. The median is about 130 square feet for small centers and 62 square feet for centers with enrollments above 30. Note that this is total enrollment, not just full day enrollment. Substantial reporting error was anticipated in reporting square feet, but the stability of the medians shown in Table 2.21 is encouraging evidence that the data may have some substance. Nevertheless, the estimate of square feet may have been based on the gross size of the facility rather than on that area which is used for children.





A great amount of data were collected on specific kinds of equipment available and its approximate replacement value. Such data have been summarized by category in Table 2.1. A further summary of aggregate replacement values of equipment by size class is given in Table 2.22. Here, the increased value of equipment per center is evident as the size of the total enrollment increases. The value per child decreases, however.

The extent to which various kinds of records are kept is shown in Table 2.23. Extent of record keeping is clearly a function of size, particularly with respect to developmental records.

About half of the centers have emergency arrangements with hospitals or clinics, about 60 percent with physicians and about 30 percent with nurses. Again, the existence of such arrangements is highly correlated with size of enrollment, as is shown in Table 2.24. About 60 percent permit attendance of children who have colds or minor illnesses, and such permission appears to be slightly negatively correlated with size (Table 2.25). About 85 percent require physical examinations, ranging from 75 percent of small centers to 100 percent reported by large centers (Table 2.26).

Availability of various health-related tests and examinations and social work is shown in Table 2.27. Few centers provide these services as part of the enrollment fee. When such services are available they are most often paid for by an outside source. There are insufficient observations to analyze availability of specific services by size of day care center. However, Table 2.28 shows that relatively few proprietary centers offer health and social services and that, typically, about half of the nonproprietary centers offer such tests and services.

Few questions were asked that reveal the nature of enrichment programs undertaken at the centers. It was felt that direct questions of this nature would lead to self-serving responses. However, a question was asked to ascertain whether a written schedule was maintained and, if it was, the interviewer was asked to obtain a copy. A substantial number of schedules (or program descriptions) were obtained and are available for further analysis.





The very fact that a written schedule is maintained indicates something about the organization of the center. A more meaningful association between enrichment and schedule might have been obtained by separating those centers for which a written schedule is needed to satisfy regulation. Table 2.29 shows the percent of centers maintaining such a schedule, by size class and by ownership of center. Clearly, maintenance of a schedule is positively correlated with size and with nonproprietary status.

About 40 percent of centers reported serving breakfast, nearly all served lunch, and only about 5 percent served dinner. Morning and afternoon snacks are served by 85 percent and 96 percent of the centers respectively. Table 2.30 shows that the larger centers tend to serve more meals than the small ones.

The extent to which centers provide care for school children before and/or after-school is shown in Table 2.31. Some such care is provided by about 56 percent of the centers. In approximately 10 percent of all centers, a portion of their enrollment is composed of part-time children who are cared for before school; about 33 percent of centers have part-time children in after-school programs and about 29 percent have some of their enrollment in before-and after-school care. These need not be mutually exclusive categories since operators were asked to note how many children participated in each of these arrangements.

Programs offered to before- and after-school children are shown in Table 2.32. About half offer recreational programs, and a fifth educational programs. About 9 percent offer remedial programs. Of those who care for school children, about 22 percent offer breakfast and 88 percent serve an afternoon snack. One-third serve lunch, and 16 percent a morning snack. It is not known to what extent the high incidence of serving lunch is due to split school schedules, or to the assumption of this role for absent parents during a normal schedule.



Table 2.12 Estimated percentage distribution of centers operated by day care operating agencies by enrollment

Full-day enrollment	Estimated number of centers	Estimated percent * operated by:					Private companies**	All other
		United Fund and community agencies	Community action agency	Church	Welfare department			
Less than 7	448,125	NA	NA	NA	NA		NA	NA
7 - 12	3,439	0.0	7.2	20.3	0.0		72.5	0.0
13 - 29	6,730	10.8	8.1	15.6	2.8		62.0	0.7
30 - 44	3,659	2.9	18.9	12.1	4.1		56.0	6.0
45 - 59	2,006	20.5	11.5	24.7	0.0		41.9	1.4
60 - 99	1,295	16.9	9.1	27.5	11.6		30.4	4.5
100 and over	417	0.0	28.1	13.4	6.5		52.0	0.0
Total	465,671	8.4	11.2	17.6	2.9		57.9	2.0

\* Percents exclude "no answer."

\*\* Includes those reported as "no one"

NA-not applicable



Table 2.13 Estimated percentage distribution of day care centers  
by use of facilities and enrollment

Full-day enrollment	Estimated Total centers	Percent of buildings	
		Exclusively for day care	Not used exclusively for day care
7 - 12	3,439	23.4	76.6
13 - 29	6,730	51.1	48.9
30 - 44	3,659	59.1	40.9
45 - 59	2,006	61.6	38.4
60 - 99	1,295	65.5	34.5
100 and over	417	74.3	25.7
Total	17,546	50.2	49.8

Table 2.14 Estimated percentage distribution of day care centers  
by ownership of facilities and enrollment

Full-day enrollment	Estimated Total centers	Percent reported		
		Owned	Rented	Donated and other
7 - 12	3,439	78.2	10.6	11.2
13 - 29	6,672	56.8	19.2	24.0
30 - 44	3,659	45.6	30.8	23.6
45 - 59	2,006	51.0	42.0	7.0
60 - 99	1,295	49.4	17.9	32.7
100 and over	417	66.2	0.0	33.8
Total	17,546	57.7	22.0	20.3





Table 2.15    Estimated number of day care establishments by length of time in operation and enrollment

Full-day enrollment	Total	Under 12 months	12-35 months	36-59 months	60 months and over	Not reported	Median months of those reporting
Less than 7	448,125	133,425	168,731	16,986	116,142	12,843	24
7 - 12	3,440	695	468	749	1,528	0	53
13 - 29	6,731	1,017	1,593	1,472	2,649	0	48
30 - 44	3,660	359	768	791	1,742	0	56
45 - 59	2,006	54	454	111	1,387	0	over 60
60 - 99	1,296	118	123	169	886	0	over 60
100 and over	<u>417</u>	<u>58</u>	<u>0</u>	<u>0</u>	<u>359</u>	<u>0</u>	over 60
Total	465,677	135,726	172,137	20,278	124,693	12,843	25
Percent of Total	100.0	29.1	37.0	4.3	26.8	2.8	-



Table 2.16    Estimated percentage distribution of day care centers  
by age of facilities and enrollment

Full-day enrollment	Estimated total centers	Percent centers built in:*			
		1965 to present	1955- 1964	1945- 1954	Before 1945
7 - 12	3,439	15.4	33.8	26.4	24.4
13 - 29	6,730	26.3	32.0	12.5	29.2
30 - 44	3,659	19.2	23.5	23.3	34.0
45 - 59	2,006	21.6	3.3	34.1	41.0
60 - 99	1,295	34.4	33.2	0.0	32.4
100 and over	<u>417</u>	0.0	16.6	26.9	56.5
Total	17,546	21.8	26.9	19.8	31.5

\*Percentages exclude items not reported.



Table 2.17 Estimated percentage distribution of day care centers by condition of facilities and enrollment

Full-day enrollment	Estimated total centers	Interior			Exterior		
		Percent good	Percent fair	Percent poor	Percent good	Percent fair	Percent poor
7 - 12	3,439	71.5	24.7	3.8	76.6	21.6	1.8
13 - 29	6,730	76.8	15.3	7.9	74.5	18.4	7.1
30 - 44	3,659	73.3	20.3	6.4	73.5	20.1	6.4
45 - 59	2,006	70.1	11.8	18.1	65.3	34.7	0.0
60 - 99	1,295	79.2	11.8	9.0	77.6	22.4	0.0
100 and over	<u>417</u>	84.9	0.0	15.1	84.9	0.0	15.1
Total	17,546	74.6	17.2	8.2	74.1	21.1	4.8





Table 2.18 Estimated percentage distribution of day care centers by kind of structure in which center is located and enrollment

	Estimated total centers	Percent located in									
		Single dwelling unit	Duplex dwelling unit	Apartment building	Building for day care	Church	Community center	Store front	Public housing	School	Other
7 - 12	3,439	67.5	0.0	0.0	7.6	24.9	0.0	0.0	0.0	0.0	0.0
13 - 29	6,730	42.1	2.0	1.8	22.0	20.4	6.0	2.2	0.4	0.7	2.4
30 - 44	3,659	22.5	2.1	1.6	24.6	19.7	4.7	1.7	5.8	10.0	7.3
45 - 59	2,006	30.3	3.0	2.5	25.0	27.4	3.1	2.9	0.0	5.8	0.0
60 - 99	1,295	9.0	0.0	4.5	43.3	27.0	0.0	0.0	2.6	0.0	13.6
100 and over	<u>417</u>	29.2	0.0	6.5	31.2	13.4	0.0	0.0	5.8	13.9	0.0
Total	17,546	39.0	1.5	1.8	21.9	22.2	3.6	1.5	1.7	3.3	3.5



Table 2.19 Estimated percentage distribution of day care centers by the nature of neighborhood in which center is located and enrollment

Full-day enrollment	Estimated total centers	Percent by predominant nature of surroundings					
		Single dwelling units	Apartments	Institutional buildings	Commercial buildings	Rural	Other
7 - 12	3,439	76.6	6.2	0.0	0.0	8.5	8.7
13 - 29	6,730	75.2	3.5	3.6	8.1	5.1	4.5
30 - 44	3,659	62.4	15.6	2.0	6.4	7.5	6.1
45 - 59	2,006	36.3	12.0	20.5	20.5	0.0	10.7
60 - 99	1,295	66.8	11.6	0.0	7.9	0.0	13.7
100 and over	<u>417</u>	50.9	20.6	0.0	15.1	0.0	13.4
Total	17,546	67.2	8.5	4.1	7.7	5.2	7.3



Table 2.20 Estimated percents of centers with various safety features and child-related facilities by enrollment

Full-day enrollment	Estimated total centers	Percent of centers that have									
		Fire alarm system		Fire extinguisher*	Kitchen	Child wash-basins	Child flush toilets	Admin-istration offices	Class-rooms	Isolation space for sick	
		electric*	manual*								
7 - 12	3,439	5.7	14.7	91.4	92.1	33.7	21.6	51.7	73.8	89.6	
13 - 29	6,730	9.7	27.8	96.5	98.6	46.9	35.8	66.7	90.1	78.9	
30 - 44	3,659	26.3	30.4	94.7	96.7	60.0	61.1	80.1	97.7	83.8	
45 - 59	2,006	22.7	45.5	100.0	96.9	83.9	84.6	76.9	100.0	86.0	
60 - 99	1,295	25.9	50.9	95.4	100.0	77.0	81.3	98.2	100.0	88.3	
100 and over	<u>417</u>	40.5	64.8	86.6	86.6	86.6	86.6	100.0	100.0	100.0	
Total	17,546	15.8	30.4	95.2	96.6	54.4	48.5	70.8	90.6	84.0	

\* Categories are not mutually exclusive.





Table 2.21    Estimated median square feet in centers by enrollment

Total enrollment class	Average enrollment	Median square feet	Median square feet per average child
7 - 12	10.5	1,370	130
13 - 29	21.0	1,715	82
30 - 44	37.0	2,310	62
45 - 59	50.4	3,130	62
60 - 99	75.0	4,590	61

Table 2.22    Estimated replacement value of equipment in day care centers by enrollment

Total enrollment	Total centers	Total enrollment (000's)	Total value of equipment \$000's	Value per center (\$)	Value per child (\$)
7 - 12	3,439	70	4,965	1,444	71
13 - 29	6,730	242	15,444	2,295	64
30 - 44	3,659	162	9,461	2,586	58
45 - 59	2,006	111	6,799	3,389	61
60 - 99	1,295	126	5,093	3,933	40
More than 100	<u>417</u>	<u>86</u>	<u>2,260</u>	5,420	26
Total	17,546	797	44,022	2,509	55



Table 2.23 Estimated percents of various records kept by day care centers by enrollment

Full-day enrollment	Estimated total centers	Percent of records kept by center			
		Background records	Medical records	Attendance records	Developmental records
7 - 12	3,439	86.0	77.3	91.6	31.3
13 - 29	6,730	89.6	97.0	98.4	42.6
30 - 44	3,659	89.1	97.0	97.9	56.8
45 - 59	2,006	100.0	79.7	100.0	79.1
60 - 99	1,295	100.0	100.0	100.0	71.8
100 and over	<u>417</u>	100.0	100.0	100.0	94.2
Total	17,546	91.0	91.5	97.3	50.9



Table 2.24 Estimated percents of day care centers with emergency services by enrollment

Full-day enrollment	Estimated total centers	Percent of centers having emergency arrangements with		
		Hospital or clinic	Physician	Nurse
7 - 12	3,439	48.4	61.9	21.2
13 - 29	6,730	43.1	60.7	22.0
30 - 44	3,659	58.2	55.5	35.2
45 - 59	2,006	22.5	70.3	35.7
60 - 99	1,295	63.5	62.4	54.6
100 and over	<u>417</u>	100.0	86.6	80.1
Total	17,546	47.8	61.7	30.0





Table 2.25    Estimated percents of day care centers allowing children to attend with minor illnesses by enrollment

Full-day Enrollment	Estimated total centers	Percent of centers where attendance	
		Is allowed with illness	Is not allowed with illness
7 - 12	3,439	69.2	30.8
13 - 29	6,730	64.4	35.6
30 - 44	3,659	53.3	46.7
45 - 59	2,006	60.5	39.5
60 - 99	1,295	57.4	42.6
100 and over	<u>417</u>	59.5	40.5
Total	17,546	61.9	38.1



Table 2.26    Estimated percents of day care centers requiring physical examinations  
by enrollment

Full-day enrollment	Estimated total centers	Percent of centers that	
		Require physical examinations	Do not require physical examinations
7 - 12	3,439	75.0	25.0
13 - 29	6,730	86.0	14.0
30 - 44	3,659	84.1	15.9
45 - 59	2,006	90.5	9.5
60 - 99	1,295	95.4	4.6
100 and over	<u>417</u>	100.0	0.0
Total	17,546	85.0	15.0



Table 2.27 Estimated percentage distribution of availability and payment arrangement for health-related examinations and services

Health-related services	Not available	Available, costs included in fee	Available at extra charge to parents	Available, but paid by outside source	Other* arrangements
Physical exam	78.1	2.1	1.5	13.0	5.3
Dental exam	80.2	1.3	0.9	14.0	3.6
Vision test	68.7	3.5	0.8	15.5	11.5
Speech test	82.0	1.7	1.7	8.8	5.8
Hearing test	76.0	2.9	1.0	12.5	7.6
Psychological test	81.2	1.7	0.3	10.8	6.0
Social work	75.5	3.2	0.3	17.3	3.7

\* Includes combinations of above possibilities





Table 2.28    Estimated percents of day care centers providing health-related examinations and services by ownership of centers

Service provided	Percent of centers providing services	
	Proprietary	Nonproprietary
Physical examinations	4.4	48.5
Dental examinations	3.8	44.0
Vision tests	12.8	59.2
Speech tests	4.2	39.0
Hearing tests	9.4	45.9
Psychological tests	3.5	42.0
Social work	4.6	54.4



Table 2.29 Estimated percent of day care centers maintaining a written schedule by enrollment and ownership

Category of center	Percent
Full-day enrollment	
7 - 12	45.1
13 - 29	50.1
30 - 44	67.0
45 - 59	42.9
60 - 99	91.4
100 and over	72.4
Ownership	
Proprietary	39.9
Nonproprietary	78.6
Total	55.4



Table 2.30 Estimated percents of day care centers which offer meal service by kind of meal and enrollment

Full-day enrollment	Estimated total centers	Percent of centers which serve				
		Breakfast	Lunch	Dinner	Morning snack	Afternoon snack
7 - 12	3,439	25.4	96.8	5.0	83.3	95.5
13 - 29	6,730	42.6	96.9	4.8	86.6	96.0
30 - 44	3,659	42.0	96.6	4.4	78.7	95.4
45 - 59	2,006	39.3	94.1	8.3	88.3	100.0
60 - 99	1,295	56.8	100.0	9.2	86.6	100.0
100 and over	<u>417</u>	49.6	86.6	0.0	86.6	86.6
Total	17,546	40.0	96.5	5.4	84.5	96.3





Table 2.31 Estimated percentage distribution of day care centers providing before and after school care for school children by enrollment

Full-day enrollment	Estimated total centers	Percent of centers with no care for school children	Percent of centers offering care for school children		
			Before school only	After school only	Before and after school
7 - 12	3,439	47.3	10.7	27.0	25.0
13 - 29	6,730	36.2	11.1	39.5	34.4
30 - 44	3,659	42.0	10.7	41.7	27.3
45 - 59	2,006	60.9	4.1	20.0	22.1
60 - 99	1,295	48.9	15.1	28.9	25.2
100 and over	<u>417</u>	54.0	0.0	0.0	46.0
Total	17,546	43.7	10.2	33.6	29.3



Table 2.32 Estimated percents of day care centers with various programs offered to children attending center before and/or after school by enrollment

Full-day enrollment	Estimated total centers	Percent of centers providing the following programs: *			
		Educational	Recreational	Remedial	Other
7 - 12	3,439	15.1	36.4	6.5	0.0
13 - 29	6,730	21.7	58.8	9.1	4.6
30 - 44	3,659	26.5	51.2	8.5	3.6
45 - 59	2,006	16.4	36.6	8.8	2.6
60 - 99	1,295	26.8	42.6	11.0	4.0
100 and over	<u>417</u>	46.0	46.0	14.2	0.0
Total	17,546	21.8	48.8	8.7	3.1

\*Multiple responses allowed



### 2.3.3 Staff of Day Care Centers

Section IV of the Operator Questionnaire elicited information concerning staff positions, age, race, sex, educational level, major area of study, annual salary, and years of related experience of day care center staff. These questions were analyzed to provide a national profile. This section represents the principal findings from that analysis.

Table 2.33 shows an estimated total day care center staff of 127,000, of whom 75,000 are full-time. Note that these figures do not include persons operating family day care homes (see Section 2.1 for definitions). About 62 percent of total staff is child related, i.e., teachers and teachers' aides, and approximately the same percentage applies to full-time staff as well. The true proportion may be somewhat greater because it is likely that some directors and assistant directors also maintain significant child contact.

The above data, as well as those that follow, are based upon 289 responses to the operator questionnaire and are subject to the sampling errors discussed in Section 2.2. Little credence can be given to estimated numbers of nurses, for example, but estimated numbers of child related personnel should be subject to something like a 10 to 15 percent error (i.e., a 10 to 15 percent coefficient of variation).

Table 2.34 shows the educational level of the day care center staff by positions. About one-fourth of the teachers have college degrees and about 35 percent have had no college training. As could be anticipated, professional supportive staff tend to have high levels of education and non-professional supportive staff tend not to have had education beyond high school. Directors tend to have educational levels that match those of teachers, and teachers' aides tend to have educational levels similar to those of non-professional supportive personnel.

Relationship of salary to position is shown in Table 2.35. Nonresponse was high with respect to the salary question for directors and it should be kept in mind that the distributions shown are only for those who reported. Percent of response





for the positions shown is given at the bottom of the table. Little reliance, therefore, can be placed upon the reported salaries of directors. Note that the data are presented only for full-time staff. Hours of part-time staff are so variable that to include them as equivalent monthly salaries might be meaningless.

Only minor differences in educational levels of total staff are shown by ethnicity in Table 2.36. About 62 percent of staff are white, 34 percent black and 4 percent ethnic minorities. Table 2.37 also shows that there are no startling differences in salaries by ethnicity.

Age distributions of day care center staff are shown in Table 2.38. Median ages are in the middle thirties and there are relatively few full-time staff members over 65 or under 18. Eleven percent of the part-time staff are under 18 years of age, however, and 19 percent under 21.

Relationship of median salaries to age is shown for full-time staff in Table 2.39. The figures show a plateau of salaries in the age group 21 to 49 years.

Relationship of salaries to sex of staff is shown in Table 2.40. Note, however, that comparisons cannot be very reliable because only about 6 percent of the staff were male. Educational levels, by sex, are shown in Table 2.41. Considering the small number of males reported, the distributions are remarkably similar.

Median salaries by years of relevant experience are shown in Table 2.42, and by educational level in Table 2.43. There are only minor salary differences over a broad range of experience levels; however, salaries do tend to increase as education level increases. Similarly, time at the center is generally unrelated to educational level and to salaries as is shown in Table 2.44.

College majors of staff with some college training are examined in Table 2.45. Majors in education are predominant. Around 16 percent of those staff members for whom college majors were reported have had some nursery or day care training.

Percents of centers having staff certified in some applicable specialty are shown in Table 2.46. Twenty-three percent reported certifications in elementary education, 14 percent in nursery-kindergarten, and 12 percent in early childhood development. Clearly, the larger centers are more likely to have teachers with



certifications than the smaller centers. Specialties in which certifications are held are shown in Table 2.47. Here, the use of supporting staff by large centers reduces the proportion of total staff that is certified, making the second column not very meaningful. Since the small centers are primarily one-person operations, and since many of these persons are certified teachers, the proportion of their total staff that is certified is quite high. A meaningful figure, not broken down by size of center, is that the number of certified teachers makes up approximately 11 percent of total administrative and child-contact personnel.

Relationship of ownership and operation to staff qualifications and salaries is shown in Tables 2.48 and 2.49. The displayed differences could largely be accounted for by sampling variation except for the tendency of churches and private companies to pay lower salaries.

Table 2.50 shows salary distributions by the three categories. The upward progression of salary scales from category A (essentially custodial) to category C (most nearly complete) is readily apparent. Table 2.51 shows that differences in educational level may partly account for the higher salaries paid by category C centers.

Thirty-eight percent of the centers reported use of recruiting to obtain staff, 26 percent reported referrals by public agencies, 57 percent reported that applicants apply on their own and 48 percent reported referral of applicants by friends or associates. Table 2.52 shows the wider range of sources used by the large centers. This is partly due to the fact that larger centers are more often operated by public agencies. For example, 60 percent of centers operated by United Funds, community organizations, or Community Action Agencies have employees referred by public agencies, but only 18 percent of proprietary centers reported such referrals.

Twenty-eight percent of the centers reported "quite a bit" or "some" difficulty in hiring, and there were no major differences between proprietary and nonproprietary centers. About 15 percent reported that qualifications of applicants were a serious problem and about 13 percent that low salary was a serious problem. Neither working hours nor location of center emerged as a significant problem in recruiting staff. The data are shown in Tables 2.53 and 2.54.



Table 2.33 Estimated number of staff in various categories in day care centers full-time or part-time

Position	Total	Full-time staff	Part-time staff*
Administrative staff			
Directors and assistant directors	20,886	18,833	2,053
Clerical	2,588	1,347	1,241
Child related staff			
Teachers, head teachers and supervisors	41,521	28,774	12,747
Teachers' aides	36,988	18,193	18,795
Supportive			
Cooks, custodians, drivers	16,352	6,213	10,139
Nurses	1,307	380	927
Social workers	1,068	742	326
Other	1,069	540	529
Volunteers	4,738	56	4,682
Total	126,517	75,078	51,439

\*Includes about 2,000 whose employment schedule is unknown





Table 2.34 Estimated percentage distribution of full-time and part-time day care center staff by specified levels of education

Educational level	Directors	Clerical	Teachers	Teachers' aides	Nonprofessional supportive	Professional supportive	Volunteer
Less than 8 years	2.9	0.0	0.4	7.3	13.5	2.1	0.0
Some high school	7.3	0.0	4.2	22.8	23.9	1.9	24.8
High school graduate	35.3	35.0	30.8	46.9	51.8	10.8	36.2
Some college	25.0	53.5	39.1	19.7	8.4	50.4	8.3
College graduate	19.7	11.5	22.2	3.1	1.9	15.3	30.7
Some postgraduate	9.8	0.0	3.3	0.2	0.5	19.5	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of staff	20,886	2,588	41,521	36,988	16,352	3,444	4,738





Table 2.35 Estimated percentage distribution of full-time day care center staff by specified monthly salaries and position

Salary per month(\$)	Directors*	Clerical	Teachers**	Teachers' aides	Nonprofessional supportive	Professional supportive
300 or less	42.0	19.5	30.1	63.9	55.3	8.4
301 - 400	14.7	30.1	34.8	24.4	30.3	29.8
401 - 600	28.4	43.3	28.9	11.7	12.2	38.6
601 - 800	10.0	7.1	5.3	0.0	2.2	16.4
801 - 1,000	3.3	0.0	0.9	0.0	0.0	6.8
1,001 or more	1.6	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Percent responding	69.1	95.0	94.8	96.1	92.1	100.0
Median salary(\$)	355	401	358	less than 300	less than 300	431
Total staff	18,833	1,347	28,774	18,193	6,213	1,662

\* Includes assistant directors -- the median salary of directors only is \$400 per month

\*\*Includes head teacher and teacher supervisors



Table 2.36 Estimated percentage distribution of total day care center staff by specified levels of education and ethnicity

Educational level (yrs.)	White	Black	Other*
Less than 8	3.3	5.1	14.9
Some high school	10.5	16.4	23.2
High school graduate	37.8	40.8	33.6
Some college	27.8	26.6	19.9
College graduate	16.2	9.1	7.2
Some postgraduate	<u>4.4</u>	<u>2.0</u>	<u>1.2</u>
Total	100.0	100.0	100.0
Percent by ethnicity	62.2	33.6	4.2

\*Includes Spanish-American, Oriental-American, American Indian, and other (unspecified)

Table 2.37 Estimated percentage distribution of full-time day care center staff by salary and ethnicity

Salary (\$)	White	Black	Other
Less than 300	41.5	42.9	59.6
301 - 400	29.2	26.2	20.4
401 - 600	23.5	23.4	18.6
601 - 800	4.3	5.9	1.4
801 - 1,000	1.2	1.2	0.0
1,001 or over	<u>0.3</u>	<u>0.4</u>	<u>0.0</u>
Total	100.0	100.0	100.0
Percent by ethnicity	62.2	33.6	4.2



Table 2.38 Estimated percentage distribution of day care center staff by age and full-time or part-time

Age (yrs.)	Total	Full-time	Part-time
Less than 18	4.4	0.4	10.7
18 - 20	5.8	4.2	8.4
21 - 25	15.8	16.6	14.5
26 - 34	19.8	22.3	16.4
35 - 49	33.0	34.7	29.5
50 - 64	18.1	19.0	16.8
65 or over	<u>3.1</u>	<u>2.8</u>	<u>3.7</u>
Total	100.0	100.0	100.0
Median age	36.4	37.3	35.0

Table 2.39 Estimated median monthly salaries of full-time day care center staff by age of staff

Age	Median Salaries (\$)
Under 18	Less than 300
18 - 20	305
21 - 25	343
26 - 34	330
35 - 49	333
50 - 64	Less than 300
65 or over	Less than 300





Table 2.40 Estimated percentage distribution of full-time day care center staff by monthly salary and sex

Salary level (\$)	Male	Female
Less than 300	22.2	44.1
301 - 400	30.1	27.3
401 - 600	27.1	23.1
601 - 800	16.7	4.2
801 - 1,000	2.0	1.1
1,001 or more	<u>1.9</u>	<u>0.2</u>
Total	100.0	100.0
Percent by sex	5.7	94.3
Median salaries (\$)	393	322

Table 2.41 Estimated percentage distribution of full-time day care center staff by educational level and sex

Educational level	Male	Female
Less than 8 yrs.	5.5	4.6
Some high school	8.1	10.4
High school graduate	27.5	39.5
Some college	28.8	29.7
College graduate	18.6	12.9
Some postgraduate	<u>11.5</u>	<u>2.9</u>
Total	100.0	100.0
Percent by sex	5.8	94.2



Table 2.42 Estimated median salaries of full-time day care center staff by years of experience

Years of experience	Median salaries (\$)
Less than 1	Less than 300
1 - 1.9	324
2 - 4.9	349
5 - 9.9	382
10 - 15.9	368
16 - 24.9	334
25 and over	Less than 300

Table 2.43 Estimated median years of related experience and median salaries of full-time day care center staff by educational level

Educational level	Median experience (yrs.)	Median salary (\$)
Less than 8 years	5.3	Less than 300
Some high school	3.7	Less than 300
High school graduate	3.4	Less than 300
Some college	3.9	362
College graduate	5.3	439
Some postgraduate	9.3	445



Table 2.44 Estimated median time at center and median salary of full-time day care center staff by educational level

Educational level	Median time at center (yrs.)	Median salary (\$)
Less than 8 years	3.2	Less than 300
Some high school	2.8	Less than 300
High school graduate	2.3	Less than 300
Some college	2.2	362
College graduate	2.4	439
Some postgraduate	2.7	445

Table 2.45 Estimated percentage distribution\* of college-educated staff of day care centers by college major

Major area	Some college	College graduate	Some postgraduate
Education	35.1	47.9	39.7
Psychology	4.4	3.9	8.0
Sociology	0.7	5.0	8.1
Some nursery or day care training	16.2	18.2	8.9
Other	<u>43.5</u>	<u>25.0</u>	<u>35.3</u>
Total	100.0	100.0	100.0

\* Percentage figures given in this table exclude "no answer" and "don't know" response categories.



Table 2.46 Estimated percents of day care centers with staff certified in various child-related fields by enrollment

Full-day enrollment	Estimated total centers	Percent of centers with staff certified in *			
		Nursery-kindergarten	Early child development	Elementary education	Other
7 - 12	3,439	5.4	5.8	62.1	12.9
13 - 29	6,730	48.9	34.6	54.5	21.4
30 - 44	3,659	44.8	32.1	74.7	9.1
45 - 59	2,006	31.3	47.2	76.0	30.0
60 - 99	1,295	38.2	56.5	70.9	17.9
100 and over	417	51.8	49.5	100.0	23.3
Total	17,546	13.8	11.7	23.2	6.0

\*Note: one staff member can qualify a center in more than one category.





Table 2.47 Estimated percents of total staff certified in various child-related fields by enrollment

Full-day enrollment	Total staff	Percent of total staff certified	Percent of total certified staff certified in*			
			Nursery--kindergarten	Early child development	Elementary education	Other
7 - 12	3,570	60.4	23.7	2.6	45.7	28.0
13 - 29	28,278	11.4	34.6	33.2	48.6	15.4
30 - 44	36,573	5.4	42.4	28.9	60.7	7.0
45 - 59	23,246	6.5	24.2	33.3	40.4	17.0
60 - 99	22,322	9.6	45.7	56.9	36.5	5.7
100 and over	12,528	9.1	63.3	33.3	54.8	6.1
Total	126,517	9.6	37.3	31.3	47.5	13.9

\*Percents do not add to 100 because of multiple certifications.



Table 2.48 Estimated percentage distribution of total day care center staff by ownership and operation of center and by educational level

Educational level	Nonproprietary				Proprietary	
	Community action agency	Church	Welfare department	Other	Private company	Other
Less than 8 years	5.7	0.8	1.4	6.6	2.2	6.3
Some high school	16.1	14.1	11.4	14.9	8.7	12.8
High school graduate	33.2	43.1	34.3	37.6	42.6	37.9
Some college	31.5	22.3	23.8	25.0	27.9	27.7
College graduate	9.7	14.6	22.1	12.7	15.9	12.8
Some post-graduate	<u>3.8</u>	<u>5.1</u>	<u>7.0</u>	<u>3.2</u>	<u>2.7</u>	<u>2.5</u>
Total	100.0	100.0	100.0	100.0	100.0	100.0



Table 2.49 Estimated percentage distribution of full-time day care center staff by ownership and operation of centers and by salary level and median salaries

Salary level dollars per month	Nonproprietary				Proprietary	
	Community action agency	Church	Welfare department	Other	Private company	Other
300 or less	29.2	57.8	6.5	47.6	52.3	47.3
301 - 400	34.8	30.4	17.5	16.2	31.3	27.0
401 - 600	30.7	8.0	42.5	25.2	13.4	23.5
601 - 800	4.2	3.1	19.1	9.6	2.4	1.5
801 - 1,000	0.7	0.7	11.1	1.4	0.0	0.7
1,001 or more	0.4	0.0	3.3	0.0	0.6	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Median salary(\$)	360	300 or less	462	315	300 or less	311





Table 2.50 Estimated percentage distribution of salaries  
and median salaries of full-time day care center  
staff by category

Salary dollars per month	Category A	Category B	Category C
Less than 300	76.1	47.8	26.3
301 - 400	16.1	29.0	29.8
401 - 600	5.8	18.2	34.8
601 - 800	2.0	3.9	6.7
801 - 1,000	0.0	0.8	2.0
1,001 or more	<u>0.0</u>	<u>0.3</u>	<u>0.4</u>
Total	100.0	100.0	100.0
Median Salary(\$)	Less than 300	308	380



Table 2.51 Estimated percentage distribution of total day care center staff by category and educational level

Educational level	Category A	Category B	Category C
Less than 8 years	10.0	2.7	4.4
Some high school	21.0	9.4	14.9
High school graduate	51.2	40.8	29.7
Some college	14.3	29.2	29.5
College graduate	2.1	14.6	16.9
Some postgraduate	<u>1.4</u>	<u>3.3</u>	<u>4.6</u>
Total	100.0	100.0	100.0



Table 2.52 Estimated percents of centers using various methods to recruit staff by enrollment

Full-day enrollment	Estimated total centers	Percent of centers in which new staff members*				Other
		Are recruited	Are referred by public agency	Apply on their own	Are referred by friends or associates	
7 - 12	3,439	19.4	4.2	32.6	41.4	8.1
13 - 29	6,730	44.8	29.8	61.5	52.4	11.6
30 - 44	3,659	41.3	24.4	59.4	50.3	6.8
45 - 59	2,006	19.5	39.5	59.8	32.7	5.8
60 - 99	1,295	58.4	39.5	73.9	53.6	0.0
100 and over	417	74.3	49.9	87.8	58.3	0.0
Total	17,546	37.8	25.9	56.5	47.5	8.1

\*Multiple responses were allowed.



Table 2.53 Estimated percentage distribution of day care centers by difficulty in hiring staff members and enrollment

Full-day enrollment	Estimated total centers	Percent of centers reporting difficulty in hiring			
		Quite a bit	Some	Very little	None at all
7 - 12	3,439	10.0	4.7	6.5	78.8
13 - 29	6,730	11.0	19.6	3.4	66.0
30 - 44	3,659	11.4	19.1	3.4	66.1
45 - 59	2,006	8.6	28.6	8.7	54.1
60 - 99	1,295	12.9	23.9	6.1	57.1
100 and over	<u>417</u>	0.0	14.1	0.0	85.9
Total	17,546	10.5	17.9	4.7	66.9





Table 2.54 Estimated percents of day care centers reporting difficulty in recruiting staff by kind of difficulty and enrollment

Full-day enrollment	Estimated total centers	Percent of centers reporting difficulty*	Percent of centers reporting reason for difficulty as				
			Not qualified	Low salary	Working hours	Location of center	Other
7 - 12	3,439	21.2	78.1	59.1	29.3	4.6	6.4
13 - 29	6,730	34.0	67.0	65.7	26.5	17.2	43.3
30 - 44	3,659	33.6	66.5	44.2	20.2	0.0	17.9
45 - 59	2,006	45.9	93.3	30.0	12.6	0.0	13.3
60 - 99	1,295	42.9	78.6	89.4	32.2	8.8	16.5
100 and over	<u>417</u>	14.1	0.0	100.0	100.0	0.0	0.0
Total	17,546	33.1	72.9	57.2	24.6	8.2	25.5

\*Center operators who reported "quite a bit," or "some," or "very little" difficulty in recruiting were asked for reasons why. They were asked if a specific set of reasons were "serious," "minor," or "no problem." Centers reporting either "serious" or "minor" difficulty are tabulated in this table.



#### 2.3.4 Characteristics of Parents

Some questions were asked to determine the characteristics of parents served by day care centers. In asking such questions it was realized that day care operators would have imperfect knowledge of the characteristics of the population they serve. It was believed, however, that their responses would yield a valuable perspective.

One question asked the operators to estimate the percent of households with various parental arrangements. These percentages were weighted and recomputed to obtain the data of Table 2.55. It was estimated that about two-thirds were two-parent households and the other third were single parent households, nearly all of which were headed by women. Small centers serve disproportionately fewer single-parent households than do proprietary centers. We have seen in earlier sections, however, that size and ownership are correlated.

A question concerning employment status of the mother was also asked. Apparently, about 90 percent are working, 84 percent full time (Table 2.56). The highest incidence of nonworking mothers is in the nonproprietary center. Since nonproprietary centers have a high proportion of the economically disadvantaged, one may suppose that the nonworking mothers are predominantly poor. There is little evidence in these figures of use of day care as a baby sitting service for nonworking mothers who are occupied with other activities.

The operator's view of the parents' economic status is also revealing. There was about a 20 percent nonresponse to this question, but that is unlikely to have accounted for the differences shown in Table 2.57. The table shows clearly the poorer economic status of families served by nonproprietary centers. Recognizing that operators' views of family income may be subject to considerable bias it is still interesting to note that median assumed income of parents using proprietary centers is \$8,000, while for those using nonproprietary it is \$3,800.

Parent participation in center activities is much greater in nonproprietary centers than in proprietary centers, as is shown by Table 2.58. It should be noted, however, that some nonproprietary centers are required to provide programs for parent participation in order to qualify for some types of funding.

Operators were also asked their opinions concerning need for day care in their communities and the kinds of day care needed. The results are shown in Tables 2.59 and 2.60. Operators of nonproprietary centers perceive more need for day care of all kinds than do operators of proprietary centers.



Table 2.55 Estimated percentage distribution of center's parent population as reported by center operators by kind of household and center enrollment

Kind of center	Percent of parent population belonging to a			
	Two-parent household	One-parent household		
		Female head only	Male head only	Non-response
Full-day enrollment				
7 - 12	83.4	15.0	1.5	0.1
13 - 29	69.5	29.2	1.0	0.3
30 - 44	63.8	35.7	0.4	0.1
45 - 59	61.6	37.8	0.5	0.1
60 - 99	57.2	41.6	1.0	0.2
More than 100	52.0	45.9	1.8	0.3
Ownership				
Proprietary	78.4	20.6	0.9	0.1
Nonproprietary	54.7	44.0	1.0	0.3
All centers	68.8	30.1	0.9	0.2





Table 2.56 Estimated percentage distribution of mothers' employment status as reported by center operators by enrollment

Kind of center	Percent of mothers working		Percent of mothers not working
	Full-time	Part-time	
Full-day enrollment			
7 - 12	79.3	10.0	10.7
13 - 29	87.6	5.7	6.7
30 - 44	82.5	6.3	11.2
45 - 59	90.0	5.0	5.0
60 - 99	83.6	3.7	12.7
More than 100	65.2	7.4	27.4
Ownership			
Proprietary	87.2	5.1	7.7
Nonproprietary	79.8	8.7	11.5
All centers	84.3	6.5	9.2



Table 2.57    Estimated percentage distribution of centers' parents by annual family income and enrollment as reported by center operators

Kind of center	Percent of parent population with annual family income					
	Less than \$2,000	\$2,000-3,999	\$4,000-5,999	\$6,000-7,999	\$8,000-9,999	\$10,000 or more
Full-day enrollment						
7 - 12	1.2	11.6	22.6	16.7	18.7	29.2
13 - 29	6.3	19.4	16.6	17.8	24.1	15.8
30 - 44	16.4	29.1	17.2	12.9	12.5	11.9
45 - 59	4.9	15.3	36.8	29.4	4.9	8.7
60 - 99	12.8	24.8	24.4	17.4	5.0	15.6
More than 100	9.6	15.4	28.5	15.5	23.7	7.3
Ownership						
Proprietary	1.8	7.7	18.5	22.7	25.2	24.1
Nonproprietary	16.3	36.9	25.0	11.2	5.3	5.3
All centers	7.8	19.7	21.2	17.9	17.0	16.4



Table 2.58 Estimated percents of day care centers reporting parent participation by various center activities and enrollment as reported by center operators

Kind of center	Percent of centers reporting parent participation in					
	Parent conferences	Child care at center	Policy making	Fund raising	Repair and making equipment	Other
Full-day enrollment						
7 - 12	73.2	3.1	4.9	5.3	7.6	12.0
13 - 29	80.0	4.4	15.0	14.4	11.9	7.6
30 - 44	74.7	13.3	17.5	18.5	16.6	12.4
45 - 59	76.8	10.2	31.9	20.4	12.7	16.4
60 - 99	87.7	21.8	17.1	49.9	33.4	16.0
More than 100	93.5	13.9	28.1	20.4	20.4	13.9
Ownership						
Proprietary	75.0	1.1	5.0	4.0	3.2	8.1
Nonproprietary	82.7	18.8	32.3	36.3	30.0	15.9
All centers	78.1	8.2	16.0	16.9	13.9	11.2

\*Multiple responses were allowed.



Table 2.59 Estimated percentage distribution of need for day care for working mothers, nonworking mothers and other needs as perceived by center operators by enrollment and ownership of centers

Kind of center	Percent of center operators perceiving a need for day care for								
	Working mothers			Nonworking mothers			Other needs		
	Yes	No	Do not know	Yes	No	Do not know	Yes	No	Do not know
Full-day enrollment									
7 - 12	36.9	59.6	3.5	21.5	70.5	8.0	9.9	79.3	10.8
13 - 29	42.3	54.3	3.4	35.6	57.5	6.9	21.5	68.9	9.6
30 - 44	48.8	37.1	14.1	39.5	43.0	17.5	19.8	63.4	16.8
45 - 59	56.9	19.4	23.7	22.7	51.0	26.3	26.2	46.0	27.8
60 - 99	67.2	25.5	7.3	53.4	34.7	11.9	41.6	41.7	16.7
100 and over	72.2	27.8	0.0	66.4	33.6	0.0	35.5	64.5	0.0
Ownership									
Proprietary	35.2	57.2	7.6	19.9	69.8	10.3	12.3	75.7	12.0
Nonproprietary	64.3	26.7	9.0	55.7	30.4	13.9	34.6	49.1	16.3
All centers	46.8	45.0	8.2	34.3	54.0	11.7	21.2	65.1	13.7









### 2.3.5 Costs and revenues

Operators of day care centers were asked to identify their principal source of funding and all sources from which they received any funding support. The questions have principal relevance to nonproprietary centers and the results are summarized in Table 2.61. Sixty-three percent receive funds from parent fees, 35 percent from Community Action Agencies, 33 percent from welfare departments, 24 percent from community agencies (other than Community Action Agencies) and 41 percent from churches. Table 2.61 shows that sources of funds differ widely as a function of size. The small centers receive a lot of support from churches and little support from community organizations, while this pattern is reversed for large centers. The middle sized centers are heavily supported by Community Action Agencies and welfare departments, and these middle sized centers received relatively less support from parent fees.

Table 2.62 shows sources of support by principal funding source. Churches are the most common principal funding source, followed closely by Community Action Agencies. The relatively high proportions of centers receiving principal support from Community Action Agencies, other community organizations and welfare who also receive support from individuals, private companies, schools and universities is perhaps worth noting. Also, the relatively high proportion of United Fund agencies receiving support from all sources may be contrasted with the relatively small proportions of church funded centers receiving support from these same agencies.

The differences in sources of revenue between proprietary and non-proprietary centers is shown in Table 2.63. Proprietary centers receive more than 98 percent of their revenues from parent fees while nonproprietary centers receive only about one-fifth from parent fees. The Department of Health, Education and Welfare (HEW) is estimated to provide almost a third of the revenues for nonproprietary centers. Local governments provide about one-eighth, followed by community organizations, Community Action Programs (CAP) of the Office of Economic Opportunity (OEO), state governments and other sources. The estimates are, of course, subject to considerable sampling variation and should be used with some care, for at the local level, there probably is some confusion as to the source of Head Start funds.\*

On a weighted basis, about 83 percent of day care centers reported total revenues received, 84 percent of proprietary centers and 81 percent of nonproprietary centers. With adjustment for nonresponse,

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\*Head Start funds are budgeted to OEO but delegated to HEW.





total annual receipts for proprietary care centers are estimated at \$220 million, or \$410 per child (including both full day and part day children). For nonproprietary centers the corresponding estimates are \$320 million total and \$1,250 per child.

Although parent fees are a principal source of revenue, the cost of such fees is frequently passed on to a public assistance agency. Table 2.64 shows that 74.6 percent of parent fees are paid by the parents themselves, 17.1 percent by some public assistance agency, and 5.8 percent by some combination of parent funds and public assistance funds. The declining percent from parents only is evident as size of enrollment increases.

The role of public assistance in paying the parent fees of enrollees is more striking when only nonproprietary day care centers are examined. In those centers, 40 percent of fees are paid by parents only, the same percentage by public assistance only, and 18 percent by combination arrangements.

About 30.4 percent of the proprietary centers and 31.4 percent of the nonproprietary centers who reported fees reported a fixed weekly fee, regardless of income or number of children.\* Average basic fees per week at these centers were estimated as \$16.13 for proprietary centers and \$12.89 for nonproprietary centers. Median fees were essentially the same. Percentage distributions of basic fees are shown in Table 2.65. The modal fee class for proprietary centers is \$15 to \$20, while nonproprietary centers show a bimodal distribution, possibly representing a policy of charging something near costs to parents capable of paying and substantially below costs to those below the poverty level. As shown in Table 2.66, however, the above observation does not hold for centers which vary their fees.

It is common practice to charge a basic fee for the first child in a family and to reduce the fee for second and third children enrolled in the same center. Sixty-five percent of proprietary centers and 27 percent of nonproprietary centers reported this fee structure. Percentage distributions by fees charged are shown in Table 2.66. The data can be summarized by their averages as follows:

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\* Seven percent of proprietary centers and 58 percent of nonproprietary centers did not report fee schedules or had fee schedules that were too complex to tabulate.





	<u>Proprietary</u>	<u>Nonproprietary</u>
First child	\$15.13	\$13.18
Second child	\$11.27	\$ 9.15
Third child	\$ 9.81	\$ 5.87

The sharper drop in nonproprietary centers may to some extent reflect the fact that increased numbers of children push the poverty line higher and therefore large families are more likely to be eligible for reduced fees.

About a third of day care centers make adjustments of fees other than those based upon standard adjustments for number of children and income. The nature of such adjustments, as reported in an open-ended question, have not been tabulated.

Only about 8 percent of centers reported additional charges for food. Responses were so scattered that an estimate of average increase per week is considered unreliable. About the same percentage reported charging extra for transportation and for field trips. About 11 percent charged extra for insurance and almost none made extra charges for medical services.

About 72 percent of proprietary centers and 80 percent of nonproprietary centers reported total costs. Since there is a widely varying mix of full-day and part-day enrollment, costs per child per day may not be very meaningful. In order to reduce noncomparability, full-day equivalent (FDE) enrollment was computed, giving part day enrollment one-half the weight of full-day enrollment. These adjusted enrollments were then divided into total costs and total revenues to obtain costs and revenues per full-day equivalent child.\* Simple averages of these ratios yield the following data on a monthly basis:

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\* Note, however, that children enrolled half day typically spend two and a half to three hours in the center, eat only a snack instead of lunch and two snacks and often do not nap. Therefore, the cost to the operator may be less than half of that of a full-day child who usually spends nine to ten hours at the center and requires more toys, adult attention, etc.



	Proprietary centers	Nonproprietary centers
Cost per FDE child	\$38	\$95
Revenue per FDE child	\$48	\$95

The extent to which proprietors' income is included in costs is unknown, but the overall relationships are revealing.



Table 2.61      Estimated percents of nonproprietary day care centers reporting various sources of funding by enrollment

		Percent reporting funding from: *					
Full-day enrollment	Total nonproprietary institutions	Parent fees	Community Action Agencies	Welfare departments	Community organizations	Churches	Other
7 - 12	930	73.8	26.2	14.6	0.0	74.4	29.2
13 - 29	2,319	65.0	35.1	36.1	21.9	33.4	20.2
30 - 44	1,684	41.0	55.2	28.4	18.1	27.8	15.9
45 - 59	936	79.1	17.9	56.3	61.3	47.5	9.6
60 - 99	866	67.6	26.3	31.2	23.1	51.4	31.2
100 and over	<u>287</u>	79.8	20.2	30.0	42.5	19.5	22.0
Total	7,022	63.2	34.8	33.2	24.3	41.0	20.4

\* Multiple responses were allowed.



Table 2.62    Estimated percents of nonproprietary day care centers receiving various kinds of additional funding by principal source of funding

Principal source of funding	Estimated number of centers	Percent receiving support from:						
		Community organizations	Community Action Agencies	Churches	Individuals	Welfare	Private companies	Schools/ universities
United Fund	653	62.5	53.9	79.3	26.0	17.3	0.0	0.0
Community organizations	762	---	19.8	40.4	68.4	25.3	21.8	17.7
Community action agencies	1,950	45.9	---	38.6	83.2	28.5	17.7	35.1
Churches	2,378	6.9	2.4	---	36.1	14.6	2.2	0.0
Welfare	356	16.0	16.6	16.6	50.8	---	8.4	42.4
Other	<u>923</u>							
Total	7,022							





Table 2.63    Estimated percentage distribution of centers' annual receipts from various revenue sources and ownership of center

Sources	Percent of annual receipts reported by:		
	Proprietary	Nonproprietary	Total
Parent fees	98.7	21.5	52.4
Federal Government			
Department of Labor	0.0	1.1	0.7
OEO (CAP)	0.0	8.3	5.0
HEW	0.1	31.3	18.8
Other Federal	0.6	3.2	2.2
State government	0.1	5.5	3.3
Local government	0.0	12.5	7.5
Community organizations	0.1	9.2	5.5
Individual contributions	0.1	1.1	0.7
Other sources	0.3	6.3	3.9
Total percent received	100.0	100.0	100.0
Total dollars received (in thousands)	179,824	269,242	449,066



Table 2.64 Estimated percents\* of principal source from which child fees are paid to centers by enrollment

Full-day enrollment	Estimated total centers	Percent of fees paid by			
		Parents only	Public assistance only	Combination	Other
7 - 12	3,439	87.0	9.0	1.0	1.0
13 - 29	6,730	78.0	13.0	7.0	1.0
30 - 44	3,659	66.0	29.0	2.0	1.0
45 - 59	2,006	68.0	22.0	9.0	0.0
60 - 99	1,295	61.0	20.0	14.0	4.0
100 and over	<u>417</u>	65.0	13.0	20.0	0.0
Total	17,546	74.6	17.1	5.8	1.1

\*Percentages do not add to 100 because of rounding error.



Table 2.65    Estimated percentage distribution of centers charging weekly fee by ownership of center and basic weekly fees charged by using fixed-fee scale

Weekly fee per child (\$)	Percent of centers charging weekly fee by		
	Proprietary	Nonproprietary	All centers
Less than 5.00	0.0	15.3	3.6
5.00 – 9.99	9.6	19.6	12.0
10.00 – 14.99	33.1	33.8	33.3
15.00 – 19.99	36.3	8.0	29.6
20.00 – 24.99	17.0	20.2	17.7
25.00 – 29.99	4.0	3.1	3.8
30.00 or more	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>
Total percent of centers	<u>100.0</u>	100.0	100.0
Total estimated number of centers	2980	924	3904
Total estimated dollars	48,055.00	11,910.00	59,965.00
Average dollars	16.13	12.89	15.36
Median charge \$	16.01	12.23	15.19





Table 2.66    Estimated percentage distribution of centers by weekly fees charged according to number of children attending from one family

Weekly fee per child (\$)	Percent of centers changing varying fee by								
	Proprietary			Nonproprietary			Total		
	Child: 1	2	3	Child: 1	2	3	Child: 1	2	3
Less than 5.00	3.2	9.6	10.9	2.6	2.6	45.6	3.1	8.0	19.1
5.00 – 9.99	3.4	25.2	42.5	25.0	67.6	44.7	8.3	34.9	43.0
10.00 – 14.99	47.5	48.0	36.1	37.5	23.9	6.4	45.2	42.5	29.1
15.00 – 19.99	32.2	14.6	10.5	27.3	5.9	3.3	31.0	12.6	8.8
20.00 – 24.99	11.1	2.6	0.0	6.4	0.0	0.0	10.1	2.0	0.0
25.00 – 29.99	2.6	0.0	0.0	1.2	0.0	0.0	2.3	0.0	0.0
30.00 or more	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total percent of centers	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total number of centers	6,818	6,816	6,004	2,016	2,017	1,869	8,834	8,833	7,873
Average dollars	15.13	11.27	9.81	13.18	9.15	5.87	14.68	10.79	8.88
Median charge dollars	14.57	11.58	9.60	12.99	8.51	5.49	14.27	10.84	8.59



## 2.4 Family day care homes

In Section 2.3 we have presented extensive data on day care centers (by definition, those with seven or more enrollees). Only selected data were presented for family day care homes (including those centers with full day enrollments less than seven). Here, we present more complete data on the day care homes and contrast them, where meaningful, with data from the day care centers.

Recall that the primary source of data from day care homes was the household survey. Whenever a day care home was identified in the house-to-house canvass the operator was interviewed, if possible, and included in the data base. An earlier section showed these data to be subject to substantially more sampling variation than the center data. A different questionnaire form was used since many of the operator questions did not apply. (See Appendix E.)

As presented earlier, an estimated 844,000 children are in day care in homes, of whom 712,000, or 84 percent are in full-day care(seven hours or more). Again, this does not cover the entire population, since those day care homes tending only part-day children were excluded. This selectivity of the centers and homes may account for the observation that 72 percent of the center children were full day, compared to the 84 percent above for day care homes. In other words, the day care homes that were included in the sample had higher per unit ratios of full-day to part-day children than did the day care centers. For example, a home with one full-day child and one part-day child would have been included and a center with one full-day and thirty part-day children would also have been included. Consequently, the composite proportions have been distorted. The higher proportion of full-day care in homes shown by this study therefore, is probably not representative of the entire day care universe.

The ethnic composition of children cared for in day care homes is unknown, since the question was not asked. However, there is likely to be a strong correlation between ethnicity of operator and ethnicity of children. About 86 percent were white, and 7 percent were black, compared to 56 percent and 36 percent for day care centers. Even accounting for sampling



variation it is clear that the black community is relatively a much greater user of organized day care than of family day care. Average enrollment per home was estimated at 1.6, but separate estimates were not made for black and white operators. About half of the homes cared for only one child.

About 22 percent reported that they accepted handicapped children, but the actual enrollment of such children in homes was trivial.

In terms of the physical facilities and programs, major differences exist between centers and homes. Seventy-eight percent were in single family dwellings compared to 39 percent for day care centers. Seventeen percent were in multiple family units. Three-fourths were in single family residential areas and 13 percent in rural areas, compared to 67 percent and 5 percent for day care centers.

Questions on value of equipment were not asked, but some estimates of percentages having certain facilities may help to characterize the population. An estimated 26 percent had fire extinguishers, 94 percent had flush toilets, about half had child-sized tables and chairs, 88 percent had telephones, half had isolation space for the sick, 96 percent had television sets and 78 percent had cots, cribs, and sleeping mats. About 69 percent had musical toys, 72 percent doll play and housekeeping toys, 69 percent had art equipment, 79 percent had books, puzzles, and games, and 66 percent had tricycles and wagons. About 95 percent reported an outside play area; 56 percent had swings, 34 percent sand boxes, 38 percent slides, and 16 percent jungle gyms.

About 16 percent reported emergency arrangements with hospitals or clinics, 45 percent with physicians and 13 percent with nurses, compared to 48 percent, 62 percent and 30 percent for day care centers. About 90 percent permitted attendance of children with colds or minor illnesses compared to 62 percent of centers. Only 2 percent required physical examination.

Following are estimated percentages of those serving meals to full day children:





	<u>Percent</u>
Breakfast	64
Lunch	92
Dinner	28
Morning snack	64
Afternoon snack	77

These percentages are higher for breakfast and dinner, but less for morning and afternoon snacks, than reported by day care centers. About one-fifth reported some care before-or after-school for school-age children. This care also included some serving of meals. About one-fifth reported caring for about 150 thousand school-age children last summer.

Table 2.67 shows the reported distributions of hours per day spent at various activities. Table 2.68 shows the hours per day spent by the operator at various activities with the children. About half of the operators reported teaching the children songs, and about the same number reported teaching counting and the alphabet. About 14 percent reported having had some special training in caring for children; about a third of these had had nurse's training and another third early childhood development.

Median age of day care home operators was reported as 31 years, compared to 36 for center staff. About 60 percent had at least high school educations and 14 percent had at least some college.

The median number of persons living in the household was 4.2 persons and the median number of children 13 years old or younger in the household was 1.9. Only 22 percent had no such children. About 89 percent reported no nonworking adults in the household, and almost all of those were receiving Social Security payments.

About 39 percent reported receiving help from some other member of the household; 22 percent from the husband, one percent from a mother, 23 percent from children.

Table 2.69 shows the estimated family income distribution of parents. About 19 percent are below \$4,000 compared to an estimated 27 percent for day care centers. An estimated





41 percent have incomes above \$8,000 compared to 33 percent for centers. Apparently, day care homes are patronized by higher income families. The amount of governmental support for care of economically disadvantaged children in day care centers undoubtedly has some impact on these income distributions.



Table 2.67    Estimated percentage distribution of hours per day spent at various activities by children in day care homes

Hours per day	Watching TV	Playing out-of-doors	Playing indoors	Eating	Taking naps
None	30.8	23.3	3.5	1.3	8.9
1	32.8	20.1	13.5	88.7	18.1
2	32.9	32.9	31.2	9.5	49.4
3	2.4	16.1	24.6	0.5	17.6
4	0.4	4.9	9.7	0.0	5.6
5 or more	<u>0.7</u>	<u>2.7</u>	<u>17.5</u>	<u>0.0</u>	<u>0.4</u>
Total	100.0	100.0	100.0	100.0	100.0
Median	1.1	1.7	2.6	1.0	2.0

Table 2.68    Estimated percentage distribution of hours per day spent by operators of day care homes with children's activities

Hours per day	Playing games	Reading to children
None	35.1	50.3
1	36.4	46.8
2	18.7	2.9
3	7.1	0.0
4	1.3	0.0
5 or more	<u>1.4</u>	<u>0.0</u>
Total	100.0	100.0
Median	1.0	0.0*

\*The average of about one-half hour is more meaningful.



Table 2.69    Estimated family income of parents of children in day care homes

Income (\$)	Percent
Under 2,000	6.7
2,000 – 2,999	7.6
3,000 – 3,999	4.9
4,000 – 5,999	15.9
6,000 – 7,999	23.5
8,000 – 9,999	21.6
10,000 or more	<u>19.8</u>
Total	100.0
Median    7,300	





### 3. PARENT USERS OF IDENTIFIED DAY CARE CENTERS

#### 3.1 Introduction

At each day care center where a completed operator interview was obtained, an attempt was also made to obtain a sample of full-day enrollee parents. Some difficulties were encountered in obtaining a sample list from which to select parents, but several alternative techniques were given to the interviewer to maximize returns from the so-called "user" sample of parents. Details of the selection procedures are presented in the "Sample Design" (Appendix A) and the "Training Manual" (Appendix D).

At each center, the number of parents selected was approximately proportional to the size of the center. Each selected enrollee parent was contacted in order to obtain a completed parent questionnaire, if possible, from the female parent in charge of day care arrangements for the children. A total of 577 completed user parent questionnaires were obtained in this manner.

Due to the involved nature of the selection procedure, weights were not computed for the user parent responses. The discussion of the results of this phase of the study will deal entirely with frequencies or counts of responses. Estimates for the entire population of user parents or households will not be attempted at this time. It is true, however, that the sample was designed to be self-weighting so that except for differential nonresponse and eligibility factors, percentage computed on counts would give results identical to percentage based on weighted totals.

Three sets of data were compiled from the user interviews: one that includes characteristics of the household, especially the mother; one that contains basic demographics on the children in addition to detailed data on the times and cost of day care arrangements for the children of working mothers; and one that relates data on the parents to the day care centers they were using. This last set contains only a limited selection of data from the two source records.

#### 3.2 Parent Responses from the User Sample

##### 3.2.1 General Characteristics

The selection process used to obtain parents to be interviewed in the user sample limited the parents to certain segments of the general population. Users of day care centers are younger families since



the children in day care centers tend for the most part to be pre-schoolers although not infants. That is, children of ages 3, 4, and 5 are the most numerous full-day attendees of day care centers. It is the parents of children of this age range that would be expected to be most numerous in the user parent sample.

The 577 households included in the user parent responses contained a total of 1,335 children 13 years of age and under in addition to 1,194 persons over 13 years of age. The proportion of 3, 4, and 5 year-olds among the children is almost twice what would be expected from a sample of all children while the proportion of persons over 55 years of age is only about one-tenth that of the general population of adults.

The makeup of the user parent sample is further summarized in Tables 3.1 and 3.2. These tables present various cross-classifications of the user sample on the basis of family income, race of respondent, type of household and working status of the mother. The median annual family income of \$7,524 reported in the user sample of parents is \$1,100 less per year than the median family income reported for all United States families in 1968.\*

The obvious associations between family income and both working status of the mother and number of parents in the household is clear from Table 3.1. Over 50 percent of the one-parent families without a working mother have annual family incomes less than \$3,000. This contrasts sharply with two-parent households with a working mother where over 60 percent of the reported family incomes exceed \$8,000 per annum.

About 32 percent of the households included in the user sample were one-parent households. Working mothers were found in 82.5 percent of all the sampled households. It seems surprising that the sample shows that 17.5 percent of these households with regular, full-day enrollees in day care centers do not have working mothers. This percent varies from 40 percent in the very lowest family income group to about 12 percent in the highest family income group. These figures probably indicate attempts by parents to give the child some early educational experience even though the mother is not working. In the lower income groups, programs such as Head Start no doubt have a strong influence.

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\* U.S. Bureau of the Census, Statistical Abstract of the United States: 1970. (91st edition.) Washington, D. C., 1970.



The proportions of both one-parent households and households with a working mother differed significantly between the races. Over 44 percent of the households with black respondents were one-parent households. This figure was just under 25 percent for the households with white respondents. Comparisons regarding households with working mothers show that about 87 percent of the user households with white respondents had working mothers, while only 73.3 percent of the user households with black respondents reported a working mother.

Table 3.3 presents responses on family income for each major race classification observed. The significantly higher family incomes reported by white respondents is obvious from this table. The last school grade completed by the respondents to the user parent questionnaire is summarized in Table 3.4 and cross-classified with family income. The 37 percent of the respondents who reported completion of 12 or more years of school is significantly less than the estimated\* national figure of over 50 percent of the adult population with at least a high school diploma.

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\*U. S. Bureau of the Census, Statistical Abstract of the United States: 1970. (91st edition.) Washington, D. C., 1970.





Table 3.1 Number and percentage distribution of user parent respondents by family income, by type of household, and by working status of mother

Family Income Per Year (\$)	One-parent households						Two-parent households						All households					
	Working mother			Nonworking mother			Working mother			Nonworking mother			Working mother			Nonworking mother		
	No.		%	No.		%	No.		%	No.		%	No.		%	No.		%
	No.	%		No.	%		No.	%		No.	%		No.	%		No.	%	
Under 2,000	21	14		12	35		2	1		4	6		23	5		16	16	
2,000 – 2,999	18	12		8	23		11	3		6	9		30	6		14	14	
3,000 – 3,999	27	18		5	15		16	5		2	3		43	9		7	7	
4,000 – 5,999	37	24		4	12		28	9		9	13		65	14		13	13	
6,000 – 7,999	12	8		2	6		56	17		14	21		68	14		16	15	
8,000 or more	26	17		1	3		199	62		30	44		225	48		31	30	
Other*	10	7		2	6		11	3		3	4		21	4		5	5	
Total	151	100		34	100		323	100		68	100		474	100		102	100	
																577	100	

\* Identified with respect to working status of mother and type of household, but no family income figure. One response is not included in this table because of no response to type of households.





Table 3.2    Number and percentage distribution of user parent respondents by race of respondent, by type of household, and by working status of mother

Type of household and working status of mother	Race of respondent							
	White		Black		Other		Total*	
	No.	%	No.	%	No.	%	No.	%
One-parent households	91	24.9	84	44.2	6	42.9	181	31.8
Two-parent households	274	75.1	106	55.8	8	57.1	388	68.2
All households	365	100.0	190	100.0	14	100.0	569	100.0
Working mothers	317	86.8	140	73.3	13	92.9	470	82.5
Nonworking mothers	48	13.2	51	26.7	1	7.1	100	17.5
All mothers	365	100.0	191	100.0	14	100.0	570	100.0

\*The totals do not equal 577 because of nonresponse regarding race.



Table 3.3    Number and percentage distribution of user parent respondents by race of respondent and by family income

Family income per year (\$)	Race of respondent							
	White		Black		Other		Total	
	No.	%	No.	%	No.	%	No.	%
Under 2,000	8	2.3	28	15.2	2	15.4	38	7.0
2,000 – 2,999	15	4.3	27	14.7	2	15.4	44	8.1
3,000 – 3,999	23	6.6	25	13.6	1	7.7	49	9.0
4,000 – 5,999	38	10.9	34	18.5	5	38.4	77	14.1
6,000 – 7,999	59	17.0	21	11.4	2	15.4	82	15.0
8,000 – 9,999	33	9.5	19	10.3	1	7.7	53	9.7
10,000 or more	172	49.4	30	16.3	0	0.0	202	37.1
Total*	348	100.0	184	100.0	13	100.0	545	100.0

\* Nonresponse on race and income together totaled 32.



Table 3.4 Number and percentage distribution of user parent respondents by respondents' last school grade completed by family income

Family income per year (\$)	Last grade completed									
	6 or less		7 - 9		10 - 12		12 or more		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Under 2,000	5	12.8	6	15.4	25	64.1	3	7.7	39	100
2,000 - 2,999	1	2.3	10	22.7	30	68.2	3	6.8	44	100
3,000 - 3,999	1	2.0	8	16.0	33	66.0	8	16.0	50	100
4,000 - 5,999	2	2.6	7	9.0	53	67.9	16	20.5	78	100
6,000 - 7,999	0	0.0	4	4.8	49	59.0	30	36.2	83	100
8,000 or more	<u>1</u>	0.4	<u>5</u>	2.0	<u>108</u>	42.2	<u>142</u>	55.4	<u>256</u>	100
Total*	10	1.8	40	7.3	298	54.2	202	36.7	550	100

\*Nonresponse on education and income together totaled 27.





### 3.2.2 User Households with Working Mothers

A total of 475 of the 577 respondents to the user parent questionnaire were classified as "working mothers." The "working mother" classification was used for all mothers who were regularly employed, in school, or in training. There were 37 of the working mothers from user households who were not employed but either in school or in training. Fourteen of the working mothers reported employment along with school or training.

Nearly 90 percent of the working mothers in the user parent sample were absent from the home eight hours or more on their last day at work, in school, or in training. However, over 14 percent indicated that the work, school, or training day was officially less than seven hours per day. Also, there were 7 percent who worked less than five days per week.

Table 3.5 gives the distributions of both times of departure and times of return of the user parent working mothers on the last day worked, in school, or in training. About 56 percent of the working mothers leave the home before 8 a.m. and almost 60 percent return home after 5 p.m. The amount of overlap between these two portions is not known. Very small proportions left before 6 a.m. or returned later than 7 p.m. It is clear, however, that the selection procedure obtained only day-time users of organized day care centers on a full-day basis. Thus, it is doubtful that many (if any) households were chosen with working mothers who worked a shift other than the day shift.

The user parents who were working mothers were asked if a change in day care arrangements was desired and, if so, what kind of day care was desired for improvement. This was asked separately with regard to preschool children and school-age children. Almost all of the working mothers reported preschool children, but less than half had children of school age. Of the 448 working mothers of preschool children, 282, or 63 percent, indicated that no change in the kind of day care they were presently using was desired. Of the 166 who said that a change was desired, 114, or 69 percent, responded that the improved day care desired was still in the form of a day care center. Of the remaining mothers who desired a change, most wanted care in the home, although this was only 29, or 6 percent, of the 448 eligible respondents.

There were only 210 working mothers of school-age children. Of these, only 92, or 44 percent, exhibited a desire for a change in day care arrangements. Forty-two working mothers with school-age children indicated that a supervised recreation program before- and after-school was the desired change, while 31 desired some kind of care in the home.



Table 3.6 presents summary data on the desired changes in day care indicated by the working mothers responding to the user parent questionnaire. As has been noted, the number of mothers actually desiring a change to improve their present arrangements is relatively small. Thus, care should be exercised when making any inferences nationally on the kinds of day care desired to improve present arrangements.

Only 149 working mothers of preschool children and 83 working mothers of school-age children responded with respect to the amount per week they would be willing to pay for the kind of child care for which they had indicated a desire. Twenty of the mothers of pre-schoolers stated that they could pay nothing. The average amount that the others were able to pay was about \$15 per week. Regarding the working mothers of school-age children, 36 of the 83 were able to pay nothing, with the other 47 able to pay slightly over \$7 per week, on the average.

Some degree of satisfaction with presently used day care facilities could also be inferred from the responses of working mothers relative to the association between day care problems and job absenteeism. Over 80 percent of the working mothers from user parent households responded that they seldom or never were absent from or late to work because of day care problems. Only 4 percent reported that day care problems made them absent or late frequently.

The 475 working mothers in user parent households were asked to indicate the provisions they would expect from a day care program. The responses were not structured by suggesting possibilities to the respondent, and multiple responses were accepted and recorded. Responses to this question are summarized and cross-classified by race in Table 3.7. Recall that there are only 13 responses from working mothers of races other than white or black.

The expected provisions of a day care program do not seem to be associated with family income or type of household, but there are some interesting differences when cross-classified by race. Although good food has the highest response rate and other custodial characteristics receive heavy response, there is strong evidence that both training and education are expected by a strong majority of working mothers presently using day care center facilities. Also, this latter tendency seems to be stronger in the black segment of the user parent population.



Table 3.5 Number and percentage distribution of user parent working mothers by hour of departure and hour of return home on last day worked

Hour of departure	No.	%	Hour of return	No.	%
Before 0600	6	1.3	Before 1600	90	19.0
0600 - 0659	56	11.8	1600 - 1659	103	21.7
0700 - 0759	205	43.2	1700 - 1759	194	40.9
0800 - 0859	146	30.8	1800 - 1859	61	12.9
0900 or later	<u>61</u>	<u>12.9</u>	1900 or later	<u>26</u>	<u>5.5</u>
Total*	474	100.0		474	100.0

\*One nonrespondent to these questions



Table 3.6 Number and percentage distribution of user parent working mothers by age of children and by desire for change in child care arrangements

Desire for change	Mothers of children			
	Preschool		School-age	
	No.	%	No.	%
Total respondents	448	100.0	210	100.0
No change desired	282	62.9	118	56.2
Change desired	166	37.1	92	43.8
Day care center	114	68.7	0	0.0
Supervised recreation program	0	0.0	42	45.6
Care in home	29	17.5	31	33.7
Other	23	13.8	19	20.7





Table 3.7 · Percent of responses \* by user parent working mothers on expected provisions of child care program by race of respondent

Expected provision	White	Black	Other	Total
Safe place to leave child	40.7	32.9	46.2	38.3
Playmates for child	29.0	13.6	15.4	24.2
Good food	64.0	58.6	84.6	63.2
Medical program	12.6	15.7	15.4	13.5
Good care	55.8	44.3	69.2	52.6
Education(school readiness)	56.2	70.0	76.9	60.8
Training (behavior)	52.4	59.3	30.8	53.7
Good place to play	40.1	24.3	23.1	34.7
Other	41.3	37.9	15.4	39.8

\*Multiple responses were allowed.



### 3.2.3 User Households with Nonworking Mothers

There were 102 parent questionnaires completed for user households with nonworking mothers. The small number of responses would, for the most part, make analyses of cross-classifications rather meaningless as indicators of national trends. Thus, discussion of these responses will be limited generally to marginal results. Further, since the total count is very near 100, frequencies and percentages would be almost identical. Therefore, only frequencies will be presented on the nonworking mothers from the user households when considered in total. Recall that only 99 of these respondents have the race indicated, with 48 white and 51 black respondents observed.

Regarding the question on the expected provisions of a child care program and the kind of facilities that would be utilized if the mother were to begin working, the choice of day care centers does not seem as popular as might be expected from a sample of day care users. The question regarding expected provisions was asked without regard to cost for these provisions. Sixty-four of the nonworking mothers in user households would utilize day care centers if they were working. Seventeen gave "care in the home" as their choice of facilities with choices of 16 respondents spread over all other types of day care. There were only five nonworking mothers who indicated that they would not work.

In freely naming the expected provisions of a day care program, over 50 of the nonworking mothers mentioned education, good food and training provisions. Good care and safety were the next most frequently mentioned categories. Thus, the nonworking user mother was very similar to the working user mother in placing emphasis on basic custodial needs plus education and training and putting less importance on the social and play needs of the child.

Forty of the nonworking mothers from user households had worked during the last year and an additional 27 had worked since having the responsibility of rearing children. Of the 51 black nonworking mothers, 43 had worked since having children while only 21 of the 48 white nonworking mothers had been employed since having parental responsibility.

The most frequently mentioned reason for stopping work was related to pregnancy or having a child. This reason was given by 21 of the nonworking user mothers. An additional 19 stopped work because of illness or layoffs with only nine of the nonworking mothers giving child



care problems as reasons for stopping work. The remaining nonworking mothers gave a variety of reasons, none of which was mentioned by more than four of the respondents.

Of the 56 nonworking mothers from user households who answered whether they had ever stopped working because of difficulty with child care arrangements, 11 responded positively. A further query concerning the degree of absence or lateness, while working, due to problems with child care arrangements brought 67 responses. Of these nonworking user mothers, 47 said that they never or seldom were late or absent due to problems with day care arrangements. The other 20 responses were about even between late or absent once in a while and late or absent frequently due to problems with day care.

Nine (all nonwhite) of the nonworking user mothers said they were looking for work at the time of the survey with 35 additional responses indicating plans for working within a year's time. Despite these responses, 14 of the nonworking user mothers gave the inability to find a job as the reason for not presently working. Other frequently given reasons for not working were the preference not to work while children were young (22) and no present interest in working (17). Forty-one of the nonworking mothers gave a variety of reasons for not working which could not be categorized.

### 3.3 Children of Users of Identified Day Care Centers

The tabulations given in this section of the report were produced from the Day Care Charts that were a part of the Parent Questionnaire. (See Appendix E.) There were 577 user Parent Questionnaires completed by the interviewers. These questionnaires contained data on a total of 1,030 children. Over 1,600 day care arrangements were reported for these children.

The reader is reminded that the user parents were not screened by income, and that a day care chart was completed for all children in the household who were 13 years of age or under if the mother worked or was in school or training. All of the tabulations given in this section are derived from unweighted frequencies.

The distribution of the children by age and sex is given in Table 3.8. The percentage distribution of the number of day care arrangements by age of children is given in Table 3.9. There were a total of 1,626 arrangements reported. The reader should keep in mind that at least





one child in each household interviewed was enrolled in one of the centers selected for this study. The other arrangements reported are for (1) other children in the household or (2) additional arrangements made for the child(ren) enrolled in the centers. A total of 782 out-of-home arrangements were reported, of which 648 were day care center arrangements and 66 were day care home arrangements. Of the remainder, 45 were arrangements with relatives and 23 with nonrelatives.



Table 3.8 Estimated percentage distribution\* of children 13 years of age or under in households of user parents by age and sex

Age	Percentage			
	Total	Boys	Girls	No answer Sex unknown
Under 2 years	6.9	4.0	2.8	0.1
2 - 5	53.3	28.2	25.1	0.0
6 - 10	29.5	14.9	14.6	0.0
11 - 13	<u>10.3</u>	<u>4.8</u>	<u>5.5</u>	<u>0.0</u>
Totals	100.0	51.9	48.0	0.1

\*Distribution made on 1,030 children



Table 3.9 Estimated percentage distribution\* of the number of day care arrangements by age and type of arrangement

Type of arrangement	Total	Age of child			
		Under 2 years	2-5	6-10	11-13
Child in school	24.3	0.1	1.7	15.9	6.6
Mother watches at work	0.8	0.1	0.4	0.2	0.1
Child cares for self	5.8	0.1	0.2	2.2	3.3
In-home care	20.3	1.0	7.7	8.4	3.2
Out-of-home care	48.1	3.4	33.4	10.6	0.7
Before and after school programs	0.7	0.0	0.1	0.5	0.1
Total	100.0	4.7	43.5	37.8	14.0

\*There were 1,626 arrangements reported.



3.3.1      Hours Per Day Children Spend in Day Care Arrangements

Mothers who are working, in training, or in school, were asked to report on the day care arrangements they had for their children on the last day they worked. They were to account for all hours that they were away from home. Tables 3.10 and 3.11 present the results obtained. The time used in these tabulations is the total time the children were in day care or in school. If, for example, a child were left with a relative at 7 a.m., the time the mother left for work, and was in a preschool center from 9 a.m. to 12 noon, and was with the same relative until the mother returned home at 5 p.m., this would have been treated as three arrangements for a total of 10 hours. Percentage distributions of children by age and by type of arrangement are given in Tables 3.10 and 3.11 respectively.

3.3.2      Cost of Day Care Arrangements

The respondents were asked to report on the cost of each day care arrangement made for their children. This data was coded as the cost per week. Tables 3.12 and 3.13 present this data by age of child and by type of arrangement.

Table 3.14 presents a summary of the cost per week for all arrangements by the number of hours per day in the arrangement.

A comparison of cost per week by type of arrangement for arrangements of 7 hours per day or more is given in Table 3.15.

Time which the child spent in school was recorded by the interviewer and treated as an arrangement in the analysis. The respondent was not asked about the cost or degree of satisfaction concerning this type of arrangement.





Table 3.10 Estimated percentage distribution\* of the number of children in day care by hours spent per day and by age

Age	Total	Hours per day					
		Less than 2	2-4.9	5-6.9	7-8.9	9 and over	No answer
Under 2 years	6.9	0.0	0.3	0.1	1.7	4.6	0.2
2 - 5	53.3	0.1	1.4	1.6	15.8	33.0	1.4
6 - 10	29.5	0.0	1.0	0.7	10.5	16.0	1.3
11 - 13	<u>10.3</u>	<u>0.0</u>	<u>0.2</u>	<u>0.2</u>	<u>3.8</u>	<u>5.3</u>	<u>0.8</u>
Total	100.0	0.1	2.9	2.6	31.8	58.9	3.7

\*Distribution made on 1,030 children



Table 3.11 Estimated percentage distribution\* of day care arrangements by hours per day and by type of arrangement

Type of arrangement	Total	Hours per day					
		Less than 2	2-4.9	5-6.9	7-8.9	9 and over	No answer
Child in school	24.3	0.2	2.3	5.8	14.5	0.5	1.0
Mother watches at work	0.8	0.3	0.3	0.0	0.1	0.1	0.0
Child cares for self	5.7	4.2	1.4	0.1	0.0	0.0	0.0
In-home care	20.3	10.2	6.7	0.9	1.5	0.8	0.2
Out-of-home care	48.0	6.2	6.2	2.3	14.0	18.6	0.8
Before and after school programs	<u>0.8</u>	<u>0.5</u>	<u>0.2</u>	<u>0.1</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>
Total	100.0	21.6	17.1	9.2	30.1	20.0	2.0

\*There were 1,626 arrangements reported.



Table 3.12 Estimated percentage distribution of the number of children in day care by cost per week of all arrangements and by age of children

Age	Total	Cost per week (dollars)							No answer
		Under 2.00	2.00-3.99	4.00-6.99	7.00-12.99	13.00-17.99	18.00-22.99	23.00 and over	
Under 2 years	6.9	1.4	0.5	0.5	2.1	1.3	0.8	0.2	0.1
2 - 5	53.3	11.3	2.6	5.0	15.4	9.7	5.3	2.2	1.8
6 - 10	29.5	18.6	1.2	3.8	2.3	0.7	0.3	0.3	2.3
11 - 13	<u>10.3</u>	<u>8.9</u>	<u>0.0</u>	<u>0.2</u>	<u>0.2</u>	<u>0.1</u>	<u>0.0</u>	<u>0.1</u>	<u>0.8</u>
Total	100.0	40.2	4.3	9.5	20.0	11.8	6.4	2.8	5.0





Table 3.13 Estimated percentage distribution of the number of day care arrangements by cost per week and by type of arrangement

Type of arrangement	Total	Cost per week (dollars)								No answer
		Under 2.00	2.00-3.99	4.00-6.99	7.00-12.99	13.00-17.99	18.00-22.99	23.00 and over		
Child in school	24.3	24.0	0.1	0.0	0.0	0.1	0.0	0.1	0.0	
Mother watches at work	0.9	0.7	0.0	0.0	0.0	0.1	0.0	0.0	0.1	
Child cares for self	5.7	5.6	0.0	0.0	0.0	0.0	0.0	0.0	0.1	
In-home care	20.3	17.6	0.9	0.4	0.7	0.1	0.0	0.0	0.6	
Out-of-home care	48.0	11.4	3.0	6.3	12.5	7.2	4.0	1.5	2.1	
Before and after school programs	<u>0.8</u>	<u>0.2</u>	<u>0.1</u>	<u>0.1</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.4</u>	
Total	100.0	59.5	4.1	6.8	13.2	7.5	4.0	1.6	3.3	



Table 3.14 Estimated percentage distribution of cost per week for each day care arrangement by hours per day in arrangement

Hours per day	Total	Cost per week (dollars)							No answer
		Under 2.00	2.00-3.99	4.00-6.99	7.00-12.99	13.00-17.99	18.00-22.99	23.00 and over	
Less than 2	22.1	17.8	1.4	1.0	0.1	0.3	0.0	0.1	1.4
2 - 4.9	17.3	11.4	0.8	2.3	1.7	0.1	0.1	0.1	0.8
5 - 6.9	9.4	7.0	0.2	0.7	0.8	0.3	0.0	0.1	0.3
7 - 8.9	30.8	20.2	0.8	1.4	2.8	2.5	2.0	0.8	0.3
9 or more	<u>20.4</u>	<u>3.0</u>	<u>0.9</u>	<u>1.6</u>	<u>7.6</u>	<u>4.4</u>	<u>2.0</u>	<u>0.6</u>	<u>0.3</u>
Total	100.0	59.4	4.1	7.0	13.0	7.6	4.1	1.7	3.1



Table 3.15 Estimated percentage distribution\* of the cost per week for each day care arrangement by type of arrangement (arrangements for seven or more hours per day)

Type of arrangement	Total	Cost per week (dollars)							
		Under 2.00	2.00-3.99	4.00-6.99	7.00-12.99	13.00-17.99	18.00-22.99	23.00 and over	No answer
Child in school	29.9	29.7	0.1	0.0	0.0	0.1	0.0	0.0	0.0
Mother watches at work	0.3	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.1
Child cares for self	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
In-home care	4.7	3.3	0.4	0.1	0.6	0.3	0.0	0.0	0.0
Out-of-home care	65.1	12.1	2.9	5.8	19.7	13.0	7.9	2.7	1.0
Before and after school programs	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>
Total	100.0	45.2	3.4	5.9	20.3	13.5	7.9	2.7	1.1

\*Distribution based on 816 arrangements



3.3.3            Level of Satisfaction with Day Care Arrangements

The respondent was asked "How well does this arrangement work for you? Would you say you were:

- 1. Very well satisfied?
- 2. Pretty well satisfied?
- 3. Not very well satisfied?"

The results of this questionnaire item are summarized in Tables 3.16 and 3.17.

Over 84 percent of the respondents who reported on "how well the arrangement worked for them" stated that they were very well satisfied. This ranged from a low of 62 percent for the day care home arrangement, to a high of 90 percent for out-of-home care by nonrelative and for day care center arrangements.

The percentage of respondents that reported that they were "well satisfied" with their arrangements increased with increased cost of the arrangement.





Table 3.16 Number and percentage of parents who responded regarding level of satisfaction with day care arrangements by type of arrangement

Type of arrangement	Total number responding	Number responding "very well satisfied"	Percent of total
Mother watches at work	4	4	100.0
Child cares for self	76	53	69.7
In-home care	253	204	80.6
Out-of-home care	740	643	86.9
Relative	34	26	76.5
Nonrelative	20	18	90.0
Day care home	66	41	62.1
Day care center	620	558	90.0
Before and after school programs	<u>12</u>	<u>11</u>	91.7
Total	1,085	915	84.3



Table 3.17 Number and percentage of parents who responded regarding level of satisfaction with day care arrangements by cost per week

Cost per week for arrangement (\$)	Total number responding	Number responding "very well satisfied"	Percent of total
Under 2.00	468	395	84.4
2.00 - 3.99	66	50	75.8
4.00 - 6.99	107	89	83.2
7.00 - 12.99	209	180	86.1
13.00 - 17.99	120	104	86.7
18.00 - 22.99	65	57	87.7
23.00 or over	26	24	92.3
No answer	<u>31</u>	<u>22</u>	71.0
Total	1,092	921	84.3



### 3.4        User parents and characteristics of center

#### 3.4.1     Family income of users

As previously discussed, users of day care centers were selected from sampled day care centers and contacted for completion of the parent questionnaire. A limited number of tables coordinating the data from the center questionnaire with information on responses from users of that center is presently available and will be discussed here. Again, unweighted frequencies or counts will form the basis for discussion since there are at present no weights available for the user parent responses. The center or operator weights alone would not be appropriate.

Tables 3.18 through 3.21 present the number and percent of user households classified by family income groups and cross-classified by center characteristics as follows:

- 3.18 – by size of center used
- 3.19 – by ownership of center used
- 3.20 – by type of center used
- 3.21 – by weekly fee of center used.

Only 550 of the user households responded regarding family income. Thus, a total count of 550 was maximum in the tables. This was the total count in three of the four tables. There are only 429 total responses in Table 3.21 because of the lack of fee information from many of the centers.

One further caveat should be mentioned concerning these tables. The percents are given with row totals as the base. The percent figures are then read as the percent of all users in a certain family income group that are users of centers with the given characteristic.

The associations between family incomes of user parents and characteristics of the centers being used are, in general, what one might expect. There is only a slight tendency for the users in the lower income groups to utilize the centers in the groups with the higher full-day enrollments. The differences in the percentages across income groups is relatively small and not statistically significant.





Relatively strong associations are evident between user family income and the other three center characteristics as given in Tables 3.19, 3.20 and 3.21. The proportion of proprietary centers used ~~very~~ obviously increases with the family income of the user family. Also it is clear from Table 3.20 that most of the users in family income groups under \$4,000 patronize Type C centers while within the income groups above \$6,000 most users patronize the Type B centers. Also, Type A centers are used more frequently by families in the higher income groups.



Table 3.18 Estimated number and percentage distribution of user parents by family income and by size of center used

User family income (\$)	Size of center used (Full-day enrollees)							
	Under 13		13-59		Over 59		Total	
	No.	%	No.	%	No.	%	No.	%
Under 2,000	4	10.3	25	64.1	10	25.6	39	100.0
2,000-3,999	8	8.6	65	69.9	20	21.5	93	100.0
4,000-5,999	8	10.3	53	67.9	17	21.8	78	100.0
6,000-7,999	17	20.2	53	63.1	14	16.7	84	100.0
8,000-9,999	9	17.0	30	56.6	14	26.4	53	100.0
10,000 +	<u>28</u>	13.8	<u>131</u>	64.5	<u>44</u>	21.7	<u>203</u>	100.0
Total	74	13.5	357	64.9	119	21.6	550	100.0



Table 3.19    Estimated number and percentage distribution of user parents by family income and by ownership of center used

User family income (\$)	Ownership of center used					
	Proprietary		Other		Total	
	No.	%	No.	%	No.	%
Under 2,000	2	5.1	37	94.9	39	100.0
2,000–3,999	21	22.6	72	77.4	93	100.0
4,000–5,999	22	28.2	56	71.8	78	100.0
6,000–7,999	51	60.7	33	39.3	84	100.0
8,000–9,999	28	52.8	25	47.2	53	100.0
10,000 +	<u>158</u>	77.8	<u>45</u>	22.2	<u>203</u>	100.0
Total	282	51.3	268	48.7	550	100.0



Table 3.20    Estimated number and percentage distribution of user parents by family income and by type of center used

User family income (\$)	Type of center used							
	A		B		C		Total	
	No.	%	No.	%	No.	%	No.	%
Under 2,000	4	10.3	8	20.5	27	69.2	39	100.0
2,000–3,999	17	18.3	29	31.2	47	50.5	93	100.0
4,000–5,999	8	10.3	34	43.6	36	46.1	78	100.0
6,000–7,999	21	25.0	50	59.5	13	15.5	84	100.0
8,000–9,999	24	45.3	26	49.0	3	5.7	53	100.0
10,000+	<u>46</u>	22.7	<u>119</u>	58.6	<u>38</u>	18.7	<u>203</u>	100.0
Total	120	21.8	266	48.4	164	29.8	550	100.0





Table 3.21      Estimated number and percentage distribution of user  
 parents by family income and by weekly fee of center used

Family Income (\$)	Weekly fee (one child)									
	No fee		\$0- \$9.99		\$10- \$14.99		\$15- \$19.99		\$20 +	
	No.	%	No.	%	No.	%	No.	%	No.	%
Under 2,000	23	22	3	7	1	1			4	1
2,000 - 3,900	45	43	11	24	13	9	6	6	34	10
4,000 - 5,999	20	19	9	20	15	11	9	9	35	10
6,000 - 7,999	11	11	7	15	34	24	20	19	65	18
8,000 - 9,999			11	24	21	15	8	8	46	13
10,000 +	5	5	5	10	57	40	61	58	170	48
Total	104	100	46	100	141	100	104	100	354	100



### 3.4.2 Day care program provisions expected by users

All respondents to the parent questionnaire were queried regarding the characteristics expected of a day care program. That is, they were asked what they thought a day care program should provide; not in terms of facilities and equipment or staff but in terms of program components. The respondent was not directed or limited in her response. She could mention as many provisions as she liked and all were recorded and grouped into major areas of response.

These groupings on expected provisions of day care programs form the basis of the user classification presented in Tables 3.22, 3.23, 3.24 and 3.25. The cross-classifications by center characteristics are the same as those discussed in the previous section:

- 3.22 – by size of center used
- 3.23 – by ownership of center used
- 3.24 – by type of center used
- 3.25 – by weekly fee of center used.

The percents given in these tables are percent of total users in each center category. Thus, comparisons of percentages are feasible only within the same column – not across columns. This is true because multiple responses were allowed and some categories of center users responded many more times, on the average, than others. That is, for some categories of center users, there were three to four provisions mentioned per user while in other categories, less than two provisions were mentioned per user. In the first case, the percents given would average out to be almost twice what they were in the second case.

To alleviate this comparison problem, ranks for the eight major user responses within each center group have also been given. Thus, the provision mentioned by the highest percentage of the users in that category would receive a rank of one and that provision receiving the second most number of mentions would receive rank 2 and so forth down to rank 8 – the least mentioned provision.



The four least mentioned of the tabled categories of expected provisions are fairly consistent over all tables with a medical program getting relatively little mention. The four provisions most frequently mentioned by the users may be categorized as good food, good care, education and training, not necessarily in that order. In fact the rank order of these four categories of program elements are quite mixed among the various groups of users by center characteristics. Thus, the information is presented here mainly as interesting without drawing attention to the slight differences which occur and might well be random.





Table 3.22 Distribution of expected provisions of day care program by percent of user parents mentioning and by size of center used

Provisions expected by user parents	Size of center used							
	(Number of full-day enrollees)							
	Under 12		13-59		Over 59		All	
	Rank	%	Rank	%	Rank	%	Rank	%
Education (school readiness)	3	44.9	2	50.4	1	52.5	2	50.1
Training (behavior)	5	35.9	3	44.6	2	48.4	3	44.2
Good food	1	55.1	1	53.8	3	44.3	1	52.0
Good care	2	50.0	4	44.3	4	36.1	4	43.3
Safe place to leave child	4	39.7	5	33.2	5	21.3	5	31.5
Playmates	7	23.1	7	21.8	8	12.3	7	19.9
Good place to play	6	32.1	6	31.3	6	18.0	6	28.6
Medical program	8	7.7	8	11.1	7	13.1	8	11.1
Other		37.2		33.7		27.0		32.8



Table 3.23    Distribution of expected provisions of day care program  
by percent of user parents mentioning and by ownership  
of center used

Provisions expected by user parents	Ownership of center used					
	Proprietary		Other		Total	
	Rank	%	Rank	%	Rank	%
Education (school readiness)	2	52.0	1	48.0	2	50.1
Training (behavior)	4	47.7	3	40.5	3	44.2
Good food	1	60.4	2	43.0	1	52.0
Good care	3	50.3	4	35.8	4	43.3
Safe place to leave child	5	37.9	5	24.7	5	31.5
Playmates	7	25.8	7	13.6	7	19.9
Good place to play	6	34.2	6	22.6	6	28.6
Medical program	8	10.1	8	12.2	8	11.1
Other		38.3		26.9		32.8



Table 3.24 Distribution of expected provisions of day care program by percent of user parents mentioning and by type of center used

Provisions expected by user parents	Type of center used							
	A		B		C		All	
	Rank	%	Rank	%	Rank	%	Rank	%
Education (school readiness)	4	40	1	56	1	49	2	50
Training (behavior)	3	41	3	47	2	42	3	44
Good food	1	66	2	54	3	38	1	52
Good care	2	57	4	42	4	35	4	43
Safe place to leave child	5	37	5	33	5	26	5	32
Playmates	7	22	7	23	7	14	7	20
Good place to play	6	35	6	29	6	24	6	29
Medical program	8	7	8	15	8	8	8	11
Other		40		34		26		33



Table 3.25    Distribution of expected provisions of day care program, by percent of user parents mentioning and by weekly fee of center used

Provisions expected by user parents	Fee per week (one child)											
	No fee		Under \$10.00		\$10-\$14.99		\$15-\$19.99		\$20-\$24.99		All with fee	
	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%
Education (school readiness)	3	32	1	54	3.5	49	2	52	1	57	2	52
Training (behavior)	1	35	2	52	3.5	49	4	42	3	46	3	47
Good food	2	33	3	44	1	65	1	59	2	51	1	58
Good care	4	25	4	42	2	58	3	44	4	28	4	47
Safe place to leave child	5	19	6	21	5	48	5	32	6	25	5	36
Playmates	8	9	7	15	7	28	7	21	5	27	7	24
Good place to play	6	15	5	25	6	42	6	29	7	19	6	32
Medical program	7	11	8	12	8	7	8	11	8	10	8	10
Other		18		31		33		46		43		38





4. PARENTS AND HOUSEHOLDS WITH CHILDREN  
9 YEARS OF AGE AND UNDER AND WITH  
ANNUAL FAMILY INCOME BELOW \$8,000

4.1 Introduction

The reader is reminded that the responses to be discussed here refer only to households and parents discovered in the area sample of the 48 contiguous states and the District of Columbia. A county or group of counties was selected with known probability from each of 52 strata. These counties or groups of counties represented the PSUs and were selected with probabilities approximately proportional to size (1960 population) except that the seven largest PSUs were selected with certainty since they encompassed the entire stratum. Counties were selected within some of the large metropolitan areas (rather than taking all of the counties) in order to expedite the work of identifying the subsequent stages of the sample. Within each metropolitan area county the area was substratified by urbanization and poverty level to give four strata as follows:

Large central city - poverty  
Large central city - nonpoverty  
Urbanized areas outside of central cities  
Other areas.

In nonmetropolitan PSUs all of the PSU was placed in the "other areas" category, above. Within each selected substratum, blocks or block equivalents were then randomly selected for canvassing in the area sample.

Every household respondent in the selected blocks was screened to determine the eligibility as a parent. In this part of the parent sample, only households with children 9 years of age and younger and with family income \$8,000 or less were considered to be eligible.

In obtaining responses to the parent questionnaire, the desired respondent was the person responsible for care of the children 9 and under. Over 95 percent of the respondents were either the female parent or the male parent of a one-parent household.



Only in relatively few cases were responses obtained from either grandparents of the children or male parents in two-parent households. In no case were responses obtained from children in the household, other relatives, or other household members.

For purposes of analysis and presentation of results, two sets of data were compiled from the area sample parent interviews. One set contains characteristics of the household and the mother with little information on the children. The second set comprises data on the children of working mothers only and the day care arrangements made for them.

4.2                      The area sample of households

4.2.1                  Validation of the sample

The household sample was used to identify both eligible families and family day care homes. An eligible family is one with children 9 years and under and with annual family income under \$8,000. The sample is an area probability sample of the United States, excluding Alaska, Hawaii, Puerto Rico and the possessions. It is designed in such a way that data collected from it, when multiplied by the sampling weights, will be estimates of total for the conterminous United States. Therefore, one might expect that certain statistics gathered from the household sample would agree (within normal sampling error) with comparable data published by the Bureau of the Census.\*

One such statistic is total housing units and another is number of children 9 years old or younger. Table 4.1 shows total occupied housing units reported by the Bureau of the Census\* and estimated from the survey by Westat. Overall, the survey estimate is 88.5 percent of the Census Survey. Coverage is 97.4 percent in SMSAs and falls off to 72.0 percent in other areas.

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\*Figures estimated from the Current Population Survey.



Two factors account for reduced coverage in nonSMSA areas. The first factor that contributed to rural undercoverage was that the sample was deliberately designed to provide more precise data for SMSAs (where day care activities tend to be located) than for nonSMSA areas where such activities are sparse. Consequently, the sample of nonSMSA areas is then representing, in fact, a subsample of only 65 enumeration districts in the United States. Hence, the sampling error is high and may well account for most of the undercoverage.

Secondly, central office control of field work was more difficult in rural areas. Address listings were not available for cross checking and the Census maps that were used to delineate small areas were inaccurate and led to misinterpretations on the part of interviewers with respect to the areas to be canvassed by them. Since substantial travel is required to check the listings of such areas, only a limited amount of such checking was possible. Bad weather and bad roads also may have contributed to missed housing units.

Ratio estimation was used separately for SMSAs and nonSMSA areas, to weight up estimates to Census totals. This method reduces the error due to undercoverage; however, if missed households have different characteristics than households that were found in the canvass, some bias is included in the survey results. The risk of such bias is likely to be no greater than the risk of bias due to nonresponse adjustments which is discussed below.

Adjustment was made for undercoverage by multiplying all sampling weights by the inverses of the percentages in the next to last column of Table 4.1. That is SMSA weights were multiplied by 1.027 and nonSMSA weights by 1.389.

Nonresponse adjustments are shown separately for SMSA and nonSMSA strata in Table 4.2. Nonresponses include refusals and households for which no adult could be found at home after three attempts.\* The overall response rate was 78.4 percent and was 76.4 percent and 83.6 percent for SMSA and non-SMSA, strata respectively. Thus, the nonrespondents adjustments are 1.309 for SMSAs and 1.196 for other PSUs.

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\* There were a few exceptions to the rule of making three attempts at differing times of the day and for different days of the week. They are documented in the Appendix.





It is important to know whether the coverage with respect to children is essentially the same as that of housing units. A question on the screening form requested number of children in the household 9 years old or younger. These responses were weighted up and adjusted for nonresponse, as above, to arrive at an estimate of 31.4 million children in this age group. This figure is 83 percent of the 38.0 million children in this age group estimated by the Bureau of the Census for 1969, after adjustments for exclusion of Alaska, Hawaii and Puerto Rico. Therefore, our coverage of children is somewhat smaller than the 88 percent coverage of housing units shown in Table 4.1. There is no way to tell from the survey results whether the increased undercoverage was due to higher refusal rates, to greater not-at-home rates, to increased problems of identifying households, or to other factors. An answer might be found by an extensive reinterview project. In any case, from these data it seems likely that aggregate estimates of child care arrangements may be understated because of this observed undercoverage.



Table 4.1    Estimated number of occupied dwelling units by source of estimate, by type of area, and resulting undercoverage adjustment factors

Type of area	Reported by Census* (000's)	Estimated from survey (000's)	Percent survey of Census	Adjustment factor
SMSA	41,633	40,543	97.4	1.027
NonSMSA	22,324	16,072	72.0	1.389
Total	63,957	56,615	88.5	-

\*As reported to Westat by the Bureau of the Census and adjusted by Westat for exclusion of Alaska and Hawaii

Table 4.2    Calculated nonresponse adjustment factors by type of area

Type of area	Occupied housing units (000's)	Number interviewed (thousands-weighted)	Weighted response rate	Adjustment factor
SMSA	40,543	30,970	76.4	1.309
NonSMSA	16,072	13,436	83.6	1.196
Total	56,615	44,406	78.4	-



#### 4.2.2 Sampling Error

The sampling errors for a selection of statistics on characteristics of the households, families, and mothers measured in the area household sample is given in Table 4.3. The estimated relative error associated with each estimate is given by the estimated coefficient of variation. If the symbol  $V$  is used to designate the estimated coefficient of variation, then most of the time ( $\times 95$  percent), the true magnitude of the value being estimated would be within  $200V$  percent of the sample estimate of that value. For instance, the first item in Table 4.3 concerns the total number of eligible families. The sample estimate of this total is approximately seven million with a coefficient of variation of 0.07. Thus, we are 95 percent confident that the actual number of eligible families is within 14 percent of seven million.

The method of calculation of the coefficients is given in Appendix A. The method involves an approximation that gives, on the average, slight overestimates so that the conclusion based on Table 4.3 will be on the conservative side.

#### 4.3 Parent Responses from the Area Sample

##### 4.3.1 Total Households

During the course of the area survey of dwelling units, 1,812 completed parent questionnaires were obtained. When weighted up to national totals, these responses represented family units containing an estimated 35 million people in over seven million households. The family units were estimated to contain about 17.7 million children 13 years of age or younger, of which 14.4 million were 9 years of age or younger. About 55 percent of the persons 14 years of age and over were female; and 49 percent of the persons 13 years of age and under were female.

Each household interviewed was, if possible, classified according to whether there were one or two parents living with the family. Over 95 percent of the one-parent households were those with the female parent living with the children and responsible for their care. Table 4.4 gives the percentage distribution of the target population over 13 years of age by type of household, by age group and by sex. Computations for this table deleted the less than 10 percent of the questionnaires that were not responsive to these particular queries.

Households were also classified according to the working status of the mother (or adult female bearing parental responsibility). The question encompassed both school and training in addition to employment, but





well over 90 percent of the positive respondents report "employed" as their only status. Others reported employment and training or employment and school.

An estimated 25 percent of all households in the target population have a "working mother". This percentage increases to nearly 40 percent of the households with a single parent.

The population of interest in this study was restricted to households with family incomes less than \$8,000 per year. Item nonresponse on the income question was the highest of any question. Most (over 90 percent) of those who failed to give family income information claimed ignorance as the reason. Of the estimated 6.3 million households of this type in the target population, the estimated distribution of family income showed slightly over one-fourth reporting income less than \$4,000 per year, 30 percent in the range \$4,000 to \$6,000, and over 40 percent saying annual family income exceeded \$6,000.

Table 4.5 presents the percentage distribution of estimated family incomes. Nonresponse categories are included.

Also included in Table 4.5 is the percentage distribution of the responses to the family income question recorded for each type of area stratification used in the sample design. The higher percentages of very low income families in the center city poverty area is evident.

The estimated percentage distributions of family income by type of household and working status of the mother is given in Table 4.6. Here it will be noted that the percentages are based only on those households that gave responses to the family income question.

Also available from Table 4.6 are the percentages of households with working mothers for each type of household and for all households. These percentages, totaled over income levels, indicate the much higher proportion of working mothers in one-parent households. The actual proportion of families with working mothers clearly increases with each increase in family income level for both one- and two-parent households. The maximum is reached for one-parent households with family income between \$6,000 and \$7,999 where over 60 percent of the households report working mothers.

Also of interest in describing the population of households measured in the area survey are the education and race of the respondent and the residential area type where the households were located. Tables 4.7 to 4.12 present estimated percentage distributions relative to race and





education of respondent and area-type location of the household. Tables 4.7 to 4.9 relate to households divided according to working status of the mother with Tables 4.10 to 4.12 dividing households by one-parent or two-parent households.

Type of area refers to a designation of geographic areas that was a stratification variable and is described elsewhere (see Appendix A). The highest grade completed by the respondent was determined by query while the race of the respondent was simply observed by the interviewer and recorded.

Education and race of respondents can be compared with national estimates. The estimated percentage of respondents who have completed less than 7 years of school is 7 percent , which is about the same as the national average. At the other end, the 11 percent of the respondents with some post-secondary school education is somewhat less than the national estimate of 20 percent\* of the adult population but compares more favorably with the estimated 17.5 percent\* of the adult female population who have been to college. With regard to the race designation, the national figures\* give approximately 88 percent white, 11 percent black and one percent to other races. The direction and magnitude of the differences in proportion of white and black do not seem startling. It is the nonwhite and nonblack races that seem to have the most extreme disproportionate representation.

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\*U. S. Bureau of the Census, Statistical Abstract of the United States: 1970. (91st edition.) Washington, D. C. 1970.



Table 4.3 Estimated coefficients of variation of selected statistics from the area parent questionnaire

Statistic	Estimated coefficient of variation	Approximate magnitude being estimated
1. Total number of eligible * families	0.10	7,000,000
2. Number of working mothers	0.12	1,700,000
3. Proportion of eligible families with working mothers	0.08	0.23
4. Number of black respondents	0.28	1,100,000
5. Proportion of eligible families which are black	0.26	0.18
6. Number of one-parent households	0.13	1,500,000
7. Proportion of eligible families that are one-parent households	0.07	0.20
8. Number of nonworking mothers who have worked since having children	0.11	2,700,000
9. Proportion of eligible families with nonworking mothers who have worked since having children	0.04	0.40
10. Number of eligible families with incomes less than \$3,000	0.13	930,000
11. Proportion of eligible families with incomes less than \$3,000	0.09	0.13
12. Number of working mothers reporting ability to pay \$13 or more per week for desired child care-preschool children	0.21	140,000
13. Proportion of eligible families with working mothers reporting ability to pay \$13 or more per week for desired child care-preschool children	0.20	0.02

\* Eligible on the basis of income and presence of children nine years old or younger.



Table 4.3 Estimated coefficients of variation of selected statistics from the area parent questionnaire (Cont'd)

Statistic	Estimated coefficient of variation	Approximate magnitude being estimated
14. Number of nonworking mothers desiring day care centers for youngest child if working	0.11	1,500,000
15. Proportion of eligible families with nonworking mothers desiring day care centers for youngest child if working	0.05	0.21
16. Number of working mothers desiring no change in present arrangements	0.20	400,000





Table 4.4 Estimated percentage distribution of persons over 13 years of age by type of household, by sex, and by age

Age group	One-parent households			Two-parent households			All households		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
14 - 18	10.8	14.3	25.1	7.0	8.2	15.2	7.7	9.3	17.0
19 - 24	3.3	15.5	18.8	9.0	12.4	21.4	8.0	13.0	21.0
25 - 34	1.6	25.1	26.7	17.5	16.5	34.0	14.7	18.0	32.7
35 - 44	1.5	11.3	12.8	9.7	8.7	18.4	8.2	9.2	17.4
45 - 54	3.1	6.9	10.0	4.6	2.8	7.4	4.3	3.5	7.8
55 and over	2.8	3.8	6.6	2.1	1.5	3.6	2.2	1.9	4.1
Total	23.1	76.9	100.0	49.9	50.1	100.0	45.1	54.9	100.0



Table 4.5 Estimated percentage distribution of households in types of residential areas by family income

Income group (\$)	Center city		Suburban areas	Other areas	Total
	Poverty	Nonpoverty			
Less than 2,000	10.0	6.1	3.9	5.4	6.0
2,000 - 2,999	12.6	4.9	3.9	7.8	7.1
3,000 - 3,999	16.9	12.2	8.7	8.9	10.6
4,000 - 5,999	26.7	27.4	22.1	27.7	26.9
6,000 or more	24.3	40.4	51.2	37.8	38.4
Don't know	9.0	7.6	8.6	11.6	10.0
Refusals	<u>0.5</u>	<u>1.4</u>	<u>1.6</u>	<u>0.8</u>	<u>1.0</u>
Total	100.0	100.0	100.0	100.0	100.0



Table 4.6 Estimated percentage distribution of households by type of household, by working status of the mother, and by family income

Family income (\$)	One-parent households			Two-parent households			All households		
	Mother working	Mother not working	All	Mother working	Mother not working	All	Mother working	Mother not working	All
Less than 2,000	6.3	15.3	21.6	0.0	2.6	2.6	1.3	5.4	6.7
2,000 - 2,999	4.8	11.1	15.9	0.6	5.3	5.9	1.5	6.5	8.0
3,000 - 3,999	6.9	14.6	21.5	1.9	7.6	9.5	2.9	9.0	11.9
4,000 - 5,999	11.6	11.3	22.9	6.2	25.8	32.0	7.3	22.9	30.2
6,000 or more	<u>10.3</u>	<u>7.8</u>	<u>18.1</u>	<u>12.0</u>	<u>38.0</u>	<u>50.0</u>	<u>11.6</u>	<u>31.6</u>	<u>43.2</u>
Total	39.9	60.1	100.0	20.7	79.3	100.0	24.6	75.4	100.0



Table 4.7 Estimated percentage distribution of households by working status of mother by highest grade completed by respondent

Highest grade	Mother working	Mother not working	All
Under 7	1.5	5.5	7.0
7 - 9	3.2	17.6	20.8
10 - 12	15.1	46.0	61.1
Over 12	<u>3.9</u>	<u>7.2</u>	<u>11.1</u>
Total	23.7	76.3	100.0

Table 4.8 Estimated percentage distribution of households by working status of mother and by observed race of respondent

Race	Mother working	Mother not working	All
White	16.1	59.1	75.2
Black	5.2	10.8	16.0
Other	<u>2.3</u>	<u>6.5</u>	<u>8.8</u>
Total	23.6	76.4	100.0





Table 4.9 Estimated percentage distribution of households by working status of mother for type of residential area

Type of area	Mother working	Mother not working	All
Center city			
Poverty	2.3	8.4	10.7
Nonpoverty	8.2	19.4	27.6
Suburban	1.9	8.2	10.1
Other	<u>11.2</u>	<u>40.4</u>	<u>51.6</u>
Total	23.6	76.4	100.0

Table 4.10 Estimated percentage distribution of households by type of household and by highest grade of school completed by respondent

Highest grade of school completed	One-parent	Two-parent	All
Under 7	1.5	5.4	6.9
7 - 9	4.9	16.0	20.9
10 - 12	12.7	48.5	61.2
Over 12	<u>2.3</u>	<u>8.7</u>	<u>11.0</u>
Total	21.4	78.6	100.0



Table 4.11 Estimated percentage distribution of household by observed race of respondent

Race	One-parent	Two-parent	All
White	10.0	62.7	75.7
Black	6.5	9.5	16.0
Other	<u>1.9</u>	<u>6.4</u>	<u>8.3</u>
Total	21.4	78.6	100.0

Table 4.12 Estimated percentage distribution of households by type of households, and by type of residential area

Type of area	One-parent	Two-parent	All
Center city			
Poverty	4.3	6.4	10.7
Nonpoverty	7.3	20.0	27.3
Suburban	2.4	7.7	10.1
Other	<u>7.4</u>	<u>44.5</u>	<u>51.9</u>
Total	21.4	78.6	100.0



4.3.2      Households with working mothers

About 24.7 percent of the households interviewed indicated that the woman with parental responsibility was either working, in training, or in school, and was absent from the home on a regular basis (Table 4.6). These working mothers represented a weighted total of 1,666,000 households, or individual women with responsibility for an estimated 3,723,000 children 13 years of age or younger.

Tables 4.13 and 4.14 together present some detail on the need for day care during the working day. Table 4.13 gives the estimated percentage distribution of the working mothers' time of departure from, and time of return to the home on the last day on which she worked, attended school, or was in training. This table gives some indication of the need for child care throughout the daylight hours.

Somewhat less than 50 percent of the working mothers left the home before 8 a.m. with only 4 percent reporting departure from the home before 6 a.m. and 16.6 percent leaving before 7 a.m. With respect to returning home after work, 53 percent were home by 5 p.m. with an additional 19 percent returning between 5 and 6 p.m. Almost 22 percent of the working mothers returned home sometime after 7 p.m., however, indicating a substantial need for child care through the hours usually set aside for the evening meal.

One cautionary note is needed concerning Table 4.13. There are two questions about the 41 percent of the working mothers departing after 9 a.m. and the 22 percent returning home after 7 p.m., which cannot be answered. First, how much overlap is there between these two groups; and second, what portion of these mothers are working an evening shift.

Table 4.14 presents the estimated percentage distribution of the total length of time the mothers were away from the home. The median length of absence exceeds nine hours while nearly 35 percent of the mothers were gone ten hours or more. Thus, there is some evidence of a definite need for day care in excess of ten hours per day.





Tables 4.15 and 4.16 present the estimated distributions of working mothers according to the hours per day and days per week actually at the job. These data indicate that about 30 percent of the working mothers are working part time, i.e. less than seven hours per day, or less than five days per week, or both. On the other hand, at least 11 percent are working in excess of the usual eight hours per day, or five days per week, or both.

Of the estimated 1,666,000 working mothers in the target population, it was estimated that 621,000 had preschool children only, 492,000 had school-age children only, while an estimated 553,000 working mothers had both preschool and school-age children. All mothers of preschool children and all mothers of school-age children were asked separately the kind of day care that would be desired to improve day care provisions for their children. The estimated totals and percentage distribution of the desired care is summarized in Table 4.17. The total given there excludes those working mothers who responded that they did not know what kind of day care provisions they desired.

Table 4.17 indicates the higher percentage of mothers who desire a change in their present day care arrangements for preschoolers (64 percent) relative to those for school-age children (51 percent). For mothers of preschool children almost all who desire a change want either care in their own homes or in a day care center, with over 60 percent of those desiring a change indicating a desire to change to a day care center. In the case of mothers of school-age children, a little less than half of those wanting a change desired care in the home with an equal number wanting a supervised recreation program before-and after-school.

Tables 4.18 and 4.19 present the estimated number and percentage distributions of what the working mothers would be willing to pay for the desired kind of day care indicated in Table 4.17. Table 4.18 refers to mothers of preschool children, while Table 4.19 refers to working mothers of children of school age. Mothers of preschoolers would seem to be willing to pay more for the desired care than would the mothers of school-age children. The median



amount per week that mothers of preschool children are willing to pay is approximately \$10 while more than half of the mothers of school-age children would not be willing to pay anything at all.

This difference probably reflects the difference in the major type of out-of-home child care desired. In the case of preschool children, day care centers were the major type of desired out-of-home care while for school-age children, organized recreation programs before-and after-school represented the most frequently desired out-of-home care.

The before and after school programs would involve fewer hours per day and an implied lower cost but there is also, perhaps, the feeling that this type of program might appropriately be made available without charge through the schools or a municipal recreation program.

The number of sampled households in the subset restricted to working mothers of either school-age or preschool children who desire some change in their present child care arrangements is too small to present reliable estimates on complete cross-tabulations by either family income, race, or type of household.

All working mothers interviewed were asked to indicate the approximate frequency of problems related to day care which led to absence from the job or late arrival at the job. The responses were grouped into three categories, as follows:

- (1) seldom or never
- (2) once in a while
- (3) frequently.

Of the working mothers who answered this query, only 5 percent responded that problems occurred frequently, with an additional 11 percent indicating that day care problems occasionally made them absent or late. It is estimated, therefore, that some 84 percent of the working mothers seldom or never have day care problems sufficient to cause either full or partial absence from the job. Thus, it would seem that the dissatisfaction indicated by the proportion of working mothers desiring a change in child care arrangements (64 percent of mothers of preschoolers, 51 percent of mothers of school-age children) is not strongly related to interference with job attendance.



A final open-ended question was asked of working mothers concerning the different facilities and services that they expected a child care program to provide. Each attribute volunteered by the respondent was tallied later according to categories given in the stub of Table 4.20. This table presents the weighted percentage of all working mothers who mentioned each of the listed attributes. It is clear from Table 4.20 that the primary requisites are custodial in nature. The three elements mentioned most frequently are care, food, and safety, in that order. Other program elements such as social or educational development are secondary.



Table 4.13    Estimated percentage distribution of working mothers by time of departure from and return to home (last day of work, training, or in school)

Depart		Return	
Time	Percent	Time	Percent
Before 0600	4.0	Before 1600	35.3
0600 – 0659	12.6	1600 – 1659	17.3
0700 – 0759	25.1	1700 – 1759	18.9
0800 – 0859	17.4	1800 – 1859	6.7
0900 or later	<u>40.9</u>	1900 or later	<u>21.8</u>
Total	100.0	Total	100.0

Table 4.14    Estimated number and percentage distribution of working mothers by length of time away from home (last day at job, school, or training)

Hours per day	Number (000's)	Percent
Under 5	182	11.1
5	100	6.1
6	106	6.5
7	67	4.1
8	203	12.4
9	408	24.9
10 or more	<u>570</u>	<u>34.9</u>
Total	1,636	100.0





**Table 4.15** Estimated number and percentage distribution of working mothers by length of time at job, school, or in training (last day)

Hours per day	Number (000's)	Percent
Under 2	6	0.4
2 – 4.9	258	15.6
5 – 6.9	230	13.8
7 – 8.9	1,038	62.5
9 or more	<u>128</u>	<u>7.7</u>
Total	1,660	100.0

**Table 4.16** Estimated number and percentage distribution of working mothers by number of days per week at job, school, or in training

Days per week	Number (000's)	Percent
2 or less	182	11.0
3	131	7.9
4	117	7.1
5	1,044	62.9
6 or more	<u>185</u>	<u>11.1</u>
Total	1,659	100.0



Table 4.17 Estimated number and percentage distribution of working mothers by desired kind of improved day care for pre-school and for school-age children

Kind of care desired for improvement	Preschool children		School-age children	
	Number (000's)	Percent	Number (000's)	Percent
No change desired	411	36.5	485	48.8
Change desired	716	63.5	509	51.2
Care in home	264	23.4	218	22.0
Care in other's home	57	5.0	46	4.6
Supervised recreation program	0	—	214	21.5
Day care centers	373	33.1	0	—
Other change	<u>22</u>	<u>2.0</u>	<u>31</u>	<u>3.1</u>
Total	1,127	100.0	994	100.0



Table 4.18    Estimated number and percentage distribution of working mothers by amount willing to pay for desired changes in kind of day care for preschool children

Amount willing to pay per week (\$)	Number ( 000's)	Percent
Nothing	103	15.9
Under 2.00	2	0.3
2.00 – 3.99	61	9.4
4.00 – 6.99	95	14.7
7.00 – 12.99	234	36.1
13.00 – 17.99	80	12.3
18.00 – 22.99	28	4.3
23.00 – 27.99	38	5.9
28.00 and over	<u>7</u>	<u>1.1</u>
Total	648	100.0





Table 4.19 Estimated number and percentage distribution of working mothers by amount willing to pay for desired changes in kind of care for school-age children before and after school

Amount willing to pay per week(\$)	Number (000's)	Percent
Nothing	218	50.8
Under 3.00	35	8.2
3.00 - 7.99	121	28.2
8.00 - 12.99	35	8.2
13.00 - 17.99	9	2.1
18.00 and over	<u>11</u>	<u>2.5</u>
Total	499	100.0

Table 4.20 Estimated percents of working mothers by expected provisions of day care program mentioned

Expected provision	Percent*
Safe place to leave child	47.4
Playmates for child	22.2
Good food	55.4
Medical program	17.4
Good care	61.9
Education (school readiness)	36.6
Training (behavior)	38.4
Good place to play	31.1
Other	27.1

\*Multiple responses were accepted.



4.3.3      Households with Nonworking Mothers

An estimated 5.4 million households in the target population do not have working mothers. Responses from these households represented slightly more than 75 percent of all responses to the parent questionnaire. The nonworking mothers have parental responsibility for 78.9 percent of children 13 years of age or younger in the target population – about 13.9 million children. In view of the above, the number of children per family is only slightly higher in families with nonworking mothers. This may not be surprising since the target population was restricted to families with at least one child 9 years of age and younger.

Some indication of consumer preference for day care facilities or arrangements may be obtained from the indicated desires of the non-working mother. They were asked to indicate the kind of day care program they would prefer for their youngest child if they were to begin work at a job. There is, of course, no assurance that the preferred kind of care would be used if the presently nonworking mother were to commence employment. Table 4.21 presents a summary of the responses of nonworking mothers on preferred kinds of day care for the youngest child. Estimated percentage distributions are given for each family income group for both one-parent and two-parent households.

There are no significant associations between the kind of day care preferred and either income group or type of household. As can be seen from Table 4.21 either care in own home or care in day care centers are preferred by over 70 percent of the nonworking mothers. The reason for the relatively infrequent choice of a before-and after-school recreational program as the day care choice is due to the nature of the query. Interviewers requested preferences only for the youngest child who, since there is at least one 9 years old or younger, has high probability of being a preschooler for whom this type of program is not relevant.

The kind of day care preferred by nonworking mothers is cross-classified with the race of the respondent in Table 4.22. Here, both the estimated number and percent distributions are given for each of white, black, and other races. There is a statistically significant difference between the pattern of kind of day care preferred by black respondents and the pattern of preferences for white as well as other races. The major differences are apparent in the two categories "care in own home" and "care in day care centers". Over 50 percent of black respondents showed a preference for day care centers, while



the percents were 23.4 and 29.9 for white and other races respectively. Conversely, only 27.2 percent of nonworking black mothers preferred care in their own home compared to 49.6 percent of the nonworking mothers.

The nonworking mothers, like working mothers, were asked what provisions they expected of a good day care program. Unstructured responses were requested with multiplicity allowed. A summary of responses to this question by nonworking mothers is presented in Table 4.23. The results are very similar to those for working mothers. The emphasis regarding the expected provisions is placed on the custodial aspects of the day care program rather than the social or educational opportunities. Well over 50 percent of the nonworking mothers mentioned both good food and good care as expected provisions. Safety of the child was mentioned by over 40 percent. No other single category was mentioned by more than 30 percent of the nonworking mothers.

Nonworking mothers were asked about past or future participation in the labor force. It is interesting to note that the question which asked the mother the preferred kind of child care if she were to work, elicited a "would not work" as the only response from about 16 percent of the nonworking mothers. What this means is difficult to say, but it might be an indication of the percent of nonworking mothers in the target population who would not enter the labor force in the near future under any foreseen circumstances.

Slightly less than one-half (2.68 million) of the nonworking mothers in the target population are estimated to have worked since assuming parental responsibility. The percentage who have worked is estimated as high as 65 percent in the very lowest family income group with decrements down to 48 percent for the highest family income group. There is, however, no statistically significant association between the family income groups and former work experience.

There does seem to be a statistically significant association between the former working status of the nonworking mother and both race and type of household. That is, a significantly higher proportion (67.1 percent) of black nonworking mothers have worked since having the responsibility of child-rearing than for other nonworking mothers. Similarly, a significantly higher proportion (58.3 percent) of nonworking mothers from one-parent households have worked since having parental responsibility than for nonworking mothers from two-parent households.





Of the nearly 50 percent of the nonworking mothers who have worked at some time since having children or having responsibility for children, less than half (22 percent of all nonworking mothers) have worked during the last 12 months.

The nonworking mothers who have worked since parenthood, were asked why they had stopped working. The answers here were again not pre-structured and multiple responses were allowed. A summary of the responses is given in Table 4.24. Pregnancy, accounting for an estimated 22.6 percent of the work stoppages, was the most frequent single reason given.

Termination of work because of child care arrangements was indicated by 16.3 percent of the formerly working, but now nonworking mothers. However, when the nonworking mothers were asked directly whether they had ever stopped working because of difficulties with child care arrangements, an estimated 17.9 percent of eligible nonworking mothers responded affirmatively.

Those nonworking mothers who formerly worked were asked to indicate the approximate frequency that difficulties with child care arrangements had caused absence or lateness when they worked. An estimated 69.9 percent of the eligible nonworking mothers indicated that they were very seldom or never late or absent due to problems with day care arrangements. There were 16.2 percent who responded "once in a while" and 14.3 percent who said "frequently". This estimated total of 30.5 percent of the "formerly working but now nonworking" mothers who recollect job attendance problems due to day care at least "once in a while" is double the percentage reported by the mothers currently employed (see Section 4.3.2).

Some indication of the demand for day care in the near future is given by the estimated number and percent of nonworking mothers planning to enter the labor force. It is estimated that 10 percent or 517,000 of the nonworking mothers in the target population are now looking for work. Further, it is estimated that over twice this many (about 1.12 million) are planning to look for work within a year's time.

Nonworking mothers were given a list of reasons for not working and asked to denote which was applicable to their situation. If they thought none applied to them, then they were free to give some other reason. The estimates produced from this query are presented in Table 4.25.





Over one-third of the nonworking mothers chose a preference related to having young children at home. Whether this is the major reason for not working, or the major reason that they find acceptable for not working is not clear. The two reasons related in some way to day care arrangements were chosen by a total of 18.4 percent of the nonworking mothers as their reason for not working. This percentage is only slightly greater than the estimated percentages obtained earlier of nonworking mothers who stopped work because of problems with day care.



Table 4.21 Estimated percentage distribution of nonworking mothers by kind of child care preferred for youngest child, by family income\*, and by type of household

Type of household and annual income (\$)	Total		Kind of care preferred (percent)					Would not work
	Number (000's)	Percent	Care in own home	Care in other's home	Day care center	Recreation program**	Other and do not know	
One-parent household								
Under 2,000	198.8	100.0	43.6	2.4	32.9	7.8	6.1	7.2
2,000 - 2,999	145.1	100.0	41.1	5.4	36.5	5.4	6.3	5.3
3,000 - 3,999	190.6	100.0	39.8	10.1	31.3	5.4	4.8	8.6
4,000 - 5,999	146.8	100.0	41.7	7.5	38.8	3.8	1.2	7.0
6,000 or more	101.7	100.0	31.0	16.2	29.9	1.8	14.1	7.0
Total	783.0	100.0	40.2	7.6	33.9	5.2	6.0	7.1
Two-parent household								
Under 2,000	129.2	100.0	46.5	3.5	34.9	4.1	6.6	4.4
2,000 - 2,999	265.0	100.0	51.4	12.1	27.8	1.7	7.0	-
3,000 - 3,999	372.4	100.0	48.1	6.7	27.2	10.3	3.3	4.4
4,000 - 5,999	1,276.5	100.0	38.1	12.6	30.7	5.2	8.4	5.0
6,000 or more	1,882.9	100.0	46.3	9.0	24.7	4.9	10.8	4.3
Total	3,926.0	100.0	44.1	10.0	27.4	5.3	8.9	4.3
Grand total	5,409.2	100.0	44.8	9.0	27.3	4.8	9.2	4.9

\*Nonresponses to the income question have been deleted from this table.

\*\* Before and after school



Table 4.22 Estimated number and percentage distribution of nonworking mothers by kind of child care preferred and race of respondent

Kind of day care preferred*	Race of respondent				
	White		Black		Other
	Number (000's)	Percent	Number (000's)	Percent	Number (000's)      Percent
Care in own home	1,999	49.6	199	27.2	205      47.4
Care in other's home	381	9.5	73	10.1	26      5.9
Day care center	945	23.4	381	52.2	130      29.9
Recreation program (before and after school)	216	5.4	25	3.4	16      3.8
Other	279	6.9	32	4.4	23      5.2
Would not consider working	211	5.2	20	2.7	34      7.8
Total	4,031	100.0	730	100.0	434      100.0

\* Respondents who did not answer or did not know were not included in this table.





Table 4.23 Estimated number and percents of nonworking mothers by expected provisions of day care program

Expected provisions mentioned by nonworking mothers	Number (000's)	Percent of total *
Safe place to leave child	2,306	42.6
Playmates for child	744	13.8
Good food	3,004	55.5
Medical program	639	11.8
Good care	3,109	57.5
Education (school readiness)	1,488	27.5
Training (behavior)	1,604	29.6
Good place to play	1,287	23.8
Other	983	18.2

\*Multiple responses were frequent.



Table 4.24 Estimated number and percents of nonworking mothers who have worked since parenthood by reason for stopping work

Reason for stopping work	Number (000's)	Percent*
Child care arrangements		
No longer available	277	10.3
Unsatisfactory	162	6.0
Wanted to be with children	399	14.9
Additional children to care for		
By birth or pregnancy	607	22.6
Other added children responsibilities	18	0.7
Laid off job	327	12.2
Not enough money	158	5.9
Did not like job	82	3.1
Husband's request	211	7.9
Illness	278	10.4
Other	654	24.4

\*Multiple responses were allowed but not frequent.



Table 4.25 Estimated number and percentage distribution of selected reasons given by nonworking mothers for not working

Reason selected	Number (000's)	Percent
Prefer not to work while children young	2,297	34.4
Problem finding satisfactory day care	750	11.2
Expected income insufficient to afford satisfactory day care	484	7.2
Cannot find job	715	10.7
Not interested in working	1,032	15.5
No particular reason	264	3.9
Other	<u>1,142</u>	<u>17.1</u>
Total	6,684*	100.0

\* Respondent was permitted to give up to two reasons.



#### 4.4 Children of area sample parents

An estimated 5.6 million day care arrangements are used by working mothers to provide care for children 13 years of age or under. The nonworking mothers were not questioned regarding any current day care arrangements that they might have had.

The tabulations presented in this section of the report were produced from the day care charts that were a part of the parent questionnaire. (See Appendix E.) All estimates given are weighted estimates. The estimates were derived from 964 completed day care charts for children of working mothers that were obtained from 1,812 area sample parent questionnaires. Details of the area sample design are given in the "Sample Design" (Appendix A).

The reader is cautioned concerning the restrictions imposed on the sample of area parents. An eligible parent was one with (1) children living in the home who were 9 years of age or under and (2) family income of less than \$8,000. If the parent provided day care for children other than those living in the home, she was interviewed as the operator of a family day care home and hence did not enter into the area parent sample, even though number of children and family income would make her eligible.

Day care charts were completed on all children living in the home who were 13 years of age or less, if the mother worked or was in training or in school. The day care chart was designed to obtain information on the day care arrangements the mother had for each child for the hours she was away from the home on the last day she worked, was in training, or in school.

It is estimated that there are over 3.7 million children 13 years of age or under living in homes subject to the restrictions outlined above. An estimated 5.6 million day care arrangements are being used to provide for these children during the hours the mother is away from the home. Over 2.3 million children are from homes where the mother was reported to be away from the home seven or more hours on the last day she worked, was in training, or in school. The distribution of the children by sex and age is given in Table 4.26.





Of the estimated 5.6 million arrangements, 2.2 million, or approximately 39 percent, are arrangements for in-home care and 1.4 million, or 25 percent, are for out-of-home care. The distribution of day care arrangements by age and by type of arrangement are given in Table 4.27. Tables 4.28 and 4.29 present the detail on in-home and out-of-home day care arrangements.

The in-home day care arrangements are broken down in Table 4.28. The father provided the care in over 34 percent of the in-home care arrangements. This was followed by other relatives and by siblings who accounted for 29.4 percent and 21.8 percent respectively. It is evident that as age increases, care by siblings increases. Care by siblings constitutes roughly 9 percent of in-home care arrangements for children under 6, increases to around 30 percent for children 6–10 years of age and to 35 percent for older children.

The out-of-home care presented in Table 4.29 is classified by the type of arrangement. Care by relatives accounts for over 40 percent of the total arrangements and for over 50 percent for all age groups except the 2–5 year group. Day care center arrangements account for 29 percent of the arrangements in this age group, less than 5 percent in all other age groups.



Table 4.26 Estimated number and percentage distribution of children 13 years of age or under living in homes of area sample parents by sex and age

Age (years)	Total		Male		Female	
	Number (000's)	Percent	Number (000's)	Percent	Number (000's)	Percent
Under 2	467	12.5	237	6.4	230	6.1
2-5	1,177	31.6	623	16.7	554	14.9
6-10	1,540	41.4	836	22.5	704	18.9
11-13	539	14.5	269	7.2	270	7.3
Total	3,723	100.0	1,965	52.8	1,758	47.2



Table 4.27 Estimated number and percentage distribution of day care arrangements by age of children and type of arrangements

Type of arrangement	Age of children (years)							
	Total		Under 2		2-5		6-10	
	No. (000's)	Percent	No. (000's)	Percent	No. (000's)	Percent	No. (000's)	Percent
Child in school*	1,619	28.9	5	0.1	102	1.8	1,113	19.9
Mother watches at work	134	2.4	43	0.8	49	0.9	36	0.6
Child cares for self	260	4.7	0	0.0	11	0.2	130	2.3
In-home care	2,172	38.8	260	4.6	655	11.7	956	17.1
Out-of-home care	1,384	24.7	210	3.7	710	12.7	409	7.3
Before and after school Programs	27	0.5	0	0.0	0	0.0	21	0.4
Total	5,596	100.0	518	9.2	1,527	27.3	2,665	47.6
							886	15.9

\*For children below kindergarten age, the "in school"category includes such arrangements as Montessori day nurseries.





Table 4.28 Estimated number and percentage distribution of in-home day care arrangements by age of children and type of arrangement

Type of arrangement	Total		Age of children (years)							
			Under 2		2-5		6-10		11-13	
	No. (000's)	Percent	No. (000's)	Percent	No. (000's)	Percent	No. (000's)	Percent	No. (000's)	Percent
In home care	2,172	100.0	260	100.0	654	100.0	957	100.0	301	100.0
By father	751	34.5	110	42.3	267	40.8	289	30.2	85	28.2
By sibling	473	21.8	22	8.5	63	9.6	281	29.4	107	35.5
By other relative	638	29.4	92	35.4	210	32.1	250	26.1	86	28.6
By nonrelative	310	14.3	36	13.8	114	17.5	137	14.3	23	7.7



Table 4.29 Estimated number and percentage distribution of out-of-home day care arrangements by age of children and type of arrangement

Type of arrangement	Age of children (years)									
	Total		Under 2		2-5		6-10		11-13	
	No. (000's)	Percent	No. (000's)	Percent	No. (000's)	Percent	No. (000's)	Percent	No. (000's)	Percent
Out-of-home care	1,384	100.0	210	100.0	710	100.0	409	100.0	55	100.0
By relative	583	42.1	113	53.8	204	28.7	230	56.2	36	65.5
By nonrelative	63	4.6	0	0.0	22	3.1	35	8.6	6	10.9
Day care home	501	36.2	88	41.9	278	39.2	124	30.3	11	20.0
Day care center	237	17.1	9	4.3	206	29.0	20	4.9	2	3.6



4.4.1 Hours Spent In All Day Care Arrangements

Each mother was asked to report all day care arrangements made for her children during the hours she was away from home. Each arrangement was recorded separately and the time the child spent in each arrangement recorded. For example, say a mother leaves the home at 7 a.m. and returns at 6 p.m. During this time the 11-year-old daughter cares for her younger sister, who is 7 years old, and escorts her to and from school, where both stay 9 a.m. to 3 p.m. In this case, six arrangements would have been recorded, as summarized below:

<u>11-year-old</u>			<u>7-year-old</u>		
	<u>Time</u>	<u>Hours</u>		<u>Time</u>	<u>Hours</u>
Cares for self	7 a.m. - 9 a.m.	2			
Care by sibling			7 a.m.-9 a.m.	2	
In school	9 a.m. - 3 p.m.	6	9 a.m.-3 p.m.	6	
Cares for self	3 p.m. - 6 p.m.	3			
Care by sibling			3 p.m.-6 p.m.	3	
		<u>11</u>			<u>11</u>

The number of children in day care arrangements is summarized in Table 4.30. Note that almost half of the children spend a total of nine hours or more in day care arrangements. Over 75 percent of the children spend seven hours or more. This percentage is approximately the same for both preschool and school-age children.

The number of day care arrangements is given in Table 4.31 classified by hours spent in each arrangement and by type of arrangement. Approximately 42 percent of the arrangements are for seven or more hours per day. A breakdown of the in-home and out-of-home arrangements by hours per day is presented in Table 4.32. About 35 percent of the in-home arrangements indicate care is provided by fathers. The number of such arrangements that are essentially full-time (seven hours or more per day) is higher than might be expected. Of the 751,000 fathers providing in-home care 327,000 or over 43 percent are reported as providing care for seven or more hours per day.

In-home care is mostly provided by relatives. Of the estimated 2,172,000 in-home care arrangements, 1,862,000 or more than 85 percent represent care by relatives. Care by siblings accounts for



474,000 of the in-home care arrangements. The majority of these (over 70 percent) are for less than five hours per day.

Out-of-home care was provided mainly by relatives (whether for pay or not) and by day care homes (the latter was defined as a woman who cares for children in her home for pay). Combined, these two types of day care arrangements accounted for over 75 percent of the out-of-home day care arrangements. There is undoubtedly some overlap in the reporting on these two types of arrangements, i.e., some arrangements reported as relatives may have qualified as day care homes.

Day care centers provide care in 237,000 or about four percent of the estimated 5.6 million day care arrangements.





Table 4.30 Estimated number and percentage distribution of children in day care arrangements by the total number of hours per day spent in all arrangements by age

Age (years)	Total		Less than 2 hours		2 to 4.9 hours		5 to 6.9 hours		7 to 8.9 hours		9 hours and over		No answer	
	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%
Under 2	467	12.5	0	0.0	86	2.3	32	0.9	94	2.5	240	6.4	15	0.4
2 - 5	1,177	31.6	5	0.1	103	2.8	158	4.2	317	8.5	583	15.7	11	0.3
6 - 10	1,540	41.4	17	0.5	87	2.3	200	5.4	449	12.1	736	19.7	51	1.4
11 - 13	539	14.5	17	0.5	22	0.6	66	1.8	169	4.5	258	6.9	7	0.2
Total	3,723	100.0	39	1.1	298	8.0	456	12.3	1,029	27.6	1,817	48.7	84	2.3



Table 4.31 Estimated number and percentage distribution of day care arrangements by the total number of hours per day spent in each arrangement by type of arrangement

Type of arrangement	Total		Less than 2 hours		2 to 4.9 hours		5 to 6.9 hours		7 to 8.9 hours		9 hours and over		No answer	
	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%
Child in school	1,619	28.9	27	0.5	223	4.0	480	8.6	827	14.7	17	0.3	45	0.8
Mother watches at work	134	2.4	11	0.2	40	0.7	29	0.5	6	0.1	36	0.7	12	0.2
Child cares for self	260	4.7	160	2.9	97	1.7	0	0.0	0	0.0	3	0.1	0	0.0
In-home care	2,172	38.8	421	7.5	698	12.5	268	4.8	387	6.9	392	7.0	6	0.1
Out-of-home care	1,384	24.7	225	4.0	365	6.5	107	1.9	244	4.4	429	7.7	14	0.2
Before and after school program	27	0.5	11	0.2	16	0.3	0	0.0	0	0.0	0	0.0	0	0.0
Total	5,596	100.0	855	15.3	1,439	25.7	884	15.8	1,464	26.1	1,877	15.7	77	1.4



Table 4.32 Estimated number and percentage distribution of in-home and out-of-home day care arrangements by hours per day and type of arrangement

Type of arrangement	Total		Less than 2 hours		2 to 4.9 hours		5 to 6.9 hours		7 to 8.9 hours		9 hours and over		No answer	
	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%
In-home care														
Father	751	34.6	125	5.8	182	8.4	117	5.4	191	8.8	136	6.2	0	0.0
Sibling	474	21.8	117	5.4	217	10.0	33	1.5	45	2.1	62	2.8	0	0.0
Other relative	637	29.3	122	5.6	187	8.6	92	4.2	100	4.6	130	6.0	6	0.3
Nonrelative	310	14.3	57	2.7	112	5.1	26	1.2	52	2.4	63	2.9	0	0.0
Total in-home care	2,172	100.0	421	19.4	698	32.1	268	12.3	387	17.8	392	18.1	6	0.3
Out-of-home care														
Relative	584	42.2	105	7.6	158	11.4	22	1.6	86	6.2	210	15.2	3	0.2
Nonrelative	63	4.6	28	2.0	35	2.6	0	0.0	0	0.0	0	0.0	0	0.0
Day care home	500	36.1	91	6.6	109	7.9	30	2.1	93	6.7	177	12.8	0	0.0
Day care center	237	17.1	2	0.1	63	4.5	55	4.0	65	4.7	41	3.0	11	0.8
Total out-of-home care	1,384	100.0	225	16.3	365	26.4	107	7.7	244	17.6	429	31.0	14	1.0



4.4.2 Cost Per Week of Day Care Arrangements

Table 4.33 presents the cost per week for all day care arrangements reported by age of children. If a parent reported use of some combination of arrangements, e.g., care by a neighbor and a part-day preschool program, the cost given in Table 4.33 would be the total reported for both arrangements. Over 65 percent of the parents reported total costs of less than \$2. The reader is reminded that a large number of the arrangements reported are "child in school" and no costs were recorded for these arrangements. Table 4.34 presents the cost per week by type of arrangement. Again the reader is cautioned concerning the interpretation of these figures. The cost per week given in the table are for all arrangements regardless of the number of hours per week the child spends in that arrangement. Tables 4.35 and 4.36 present the cost data by the number of hours per day the child is in the arrangement. Table 4.35 presents the data for each time category. Table 4.36 presents the cost per arrangement for arrangements of seven or more hours per day. Almost 70 percent of all arrangements reported were for under \$2 per week. Looking at only the in-home and out-of-home arrangements, these percentages are 80 percent and 15 percent respectively. These figures are expected considering the use of sibling and relatives for in-home care. The average cost\* reported for out-of-home care arrangements for seven or more hours per day is about \$9.80. The average cost for in-home care arrangements for seven or more hours per day is about \$8.20.

\* These averages were computed for arrangements costing at least \$2 per week.





Table 4.33    Estimated number and percentage distribution of children in day care arrangements by total weekly cost of all arrangements by age of children

Age (years)	Total		Under \$2		\$2-3.99		\$4-6.99		\$7-12.99		\$13-17.99		\$18-22.99		\$23 and over		No answer	
	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%		
Under 2	467	12.5	249	6.7	13	0.3	46	1.2	70	1.9	52	1.4	5	0.1	8	0.2	24	0.7
2 - 5	1,177	31.6	543	14.6	91	2.4	155	4.1	247	6.6	73	2.0	10	0.3	14	0.4	44	1.2
6 - 10	1,540	41.4	1,178	31.7	60	1.6	106	2.9	99	2.7	5	0.1	5	0.1	0	0.0	87	2.3
11 - 13	539	14.5	461	12.4	2	0.1	23	0.6	25	0.7	6	0.1	0	0.0	0	0.0	22	0.6
Total	3,723	100.0	2,431	65.4	166	4.4	330	8.8	441	11.9	136	3.6	20	0.5	22	0.6	177	4.8



Table 4.54 Estimated number and percentage distribution of day care arrangements by weekly cost of arrangement and type of arrangement

Type of arrangement	Total		Under \$2		\$2-3.99		\$4-6.99		\$7-12.99		\$13-17.99		\$18-22.99		\$23 and over		No answer
	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%	
Child in school	1,619	28.9	1,619	28.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0
Mother watches at work	134	2.4	120	2.1	3	0.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3.2
Child cares for self	260	4.7	254	4.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.1
In-home care	2,172	38.8	1,781	31.8	69	1.2	123	2.2	121	2.2	11	0.2	3	0.1	2	0.0*	1.1
Out-of-home care	1,384	24.7	433	7.7	154	2.7	251	4.5	323	5.8	124	2.2	20	0.4	14	0.3	1.1
Before-after school	27	0.5	16	0.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.2
Total.	5,596	100.0	4,223	75.4	226	4.0	374	6.7	444	8.0	135	2.4	23	0.5	16	0.3	2.7

\* Less than 0.1



Table 4.35    Estimated number and percentage distribution of day care arrangements by cost per week and hours of care per day.

Hours per day	Total		Under \$2		\$2-3.99		\$4-6.99		\$7-12.99		\$13-17.		\$18-22.99		\$23 and over		No answer
	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%	
Less than 2	855	15.5	689	12.5	88	1.6	25	0.4	17	0.3	3	0.1	3	0.1	0	0.0	30 0.5
2 - 4.9	1,439	26.1	1,048	19.0	54	1.0	129	2.3	113	2.1	11	0.2	0	0.0	0	0.0	84 1.5
5 - 6.9	884	16.0	821	14.9	12	0.2	25	0.4	4	0.1	20	0.4	0	0.0	0	0.0	2 0.0
7 - 8.9	1,464	26.5	1,237	22.4	25	0.5	69	1.2	97	1.7	31	0.6	2	0.0*	3	0.1	0 0.0
9 or more	877	15.9	378	6.8	47	0.9	126	2.3	209	3.8	70	1.3	19	0.3	13	0.2	15 0.3
Total.	5,519	100.0	4,173	75.6	226	4.2	374	6.6	440	8.0	135	2.6	24	0.4	16	0.3	131 2.3

\* Less than 0.1



Table 4.36 Estimated number and percentage distribution of day care arrangements for seven or more hours of care per day by cost per week and by type of arrangement

Type of arrangement	Total		Under \$2		\$2-3.99		\$4-6.99		\$7-12.99		\$13-17.99		\$18-22.99		\$23 and over		No answer
	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%	
Child in school	844	36.1	844	36.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Mother watches at work	41	1.7	41	1.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Child cares for self	3	0.1	3	0.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
In-home care	779	33.3	627	26.8	17	0.7	43	1.8	69	3.0	6	0.3	0	0.0	2	0.1	15
Out-of-home care	673	28.8	99	4.2	55	2.4	152	6.5	237	10.1	95	4.1	21	0.9	14	0.6	0
Before-after school	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
	2,340	100.0	1,614	68.9	72	3.1	195	8.3	306	13.1	101	4.4	21	0.9	16	0.7	15





#### 4.4.3 Level of satisfaction

For each arrangement given, the respondent was asked "How well does this arrangement work for you; Would you say you are:

Very well satisfied;  
Pretty well satisfied;  
Not very well satisfied?"

The results of this inquiry are summarized in Tables 4.37 and 4.38. Over two-thirds of the total responses indicated that the respondents were "very well satisfied" with how well the arrangement worked for them.

About 75 percent of the respondents using in-home care were "very well satisfied" with their arrangements. Within this arrangement grouping, care "by father" and care "by other relative" were rated slightly higher than care by "nonrelative" and considerably higher than care "by sibling."

As a total, out-of-home care showed up less favorably. About two-thirds of the respondents expressed that they were "very well satisfied" with their arrangements. This ranged from a low of about 60 percent for day care homes to 78 percent for day care centers.

Level of satisfaction was tabulated by cost per week for the day care arrangement. The high level of nonresponse regarding level of satisfaction given in Table 4.38 is due to the "in school" arrangements. The respondents were not asked the cost of these arrangements nor were they asked the question on "How well did the arrangement work for you?" Over 75 percent of all arrangements reported cost under \$2 per week. If the "no answer" category responses are removed from this cost group (since most of these are "in school" arrangements), the estimate of the percentage who are "very well satisfied" would be increased to approximately 75 percent. The data indicates a shift in level of satisfaction in arrangements costing over \$18 per week. However, the number of observations become rather thin above this cost level, making interpretations of this change questionable.



Table 4.37 Estimated number\* and percentage distribution of level of satisfaction for each day care arrangement by type of arrangement

Type of arrangement	Total		Very well satisfied		Pretty well satisfied		Not very well satisfied		No answer	
	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%
Mother watches at work	134	100.0	56	41.8	26	19.4	36	26.9	16	11.9
Child cares for self	260	100.0	99	38.1	101	38.8	31	11.9	29	11.2
In-home care	2,172	100.0	1,610	74.1	230	10.6	126	5.8	206	9.5
Father	751	100.0	598	79.6	27	3.6	48	6.4	78	10.4
Sibling	474	100.0	275	58.0	107	22.6	35	7.4	57	12.0
Other relative	637	100.0	513	80.5	65	10.2	10	1.6	49	7.7
Nonrelative	310	100.0	225	72.6	31	10.0	32	10.3	22	7.1
Out-of-home care	1,384	100.0	927	67.0	182	13.2	165	11.9	110	7.9
Relative	584	100.0	391	67.0	72	12.3	76	13.0	45	7.7
Nonrelative	63	100.0	47	74.6	7	11.1	7	11.1	2	3.2
Day care home	500	100.0	304	60.8	79	15.8	73	14.6	44	8.8
Day care center	237	100.0	185	78.1	24	10.1	9	3.8	19	8.0
Before and after school programs	27	100.0	14	51.9	0	0.0	0	0.0	13	48.1
Total	3,977	100.0	2,707	68.1	539	13.5	358	9.0	373	9.4

\* In-school arrangements were deleted from this table.



Table 4.38 Estimated number and percentage distribution of level of satisfaction for each day care arrangement by cost per week for that arrangement

Cost per week (\$)	Total		Very well satisfied		Pretty well satisfied		Not very well satisfied		no answer	
	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%	No. (000's)	%
Under 2.00	4,223	100.0	1,922	45.5	348	8.2	189	4.5	1,764	41.8
2.00 - 3.99	226	100.0	154	68.1	25	11.1	44	19.5	3	1.3
4.00 - 6.99	374	100.0	271	72.5	46	12.3	42	11.2	15	4.0
7.00 - 12.99	444	100.0	274	61.7	66	14.9	68	15.3	36	8.1
13.00 - 17.99	135	100.0	103	76.3	18	13.3	6	4.5	8	5.9
18.00 - 22.99	23	100.0	5	21.7	15	65.2	3	13.1	0	0.0
23.00 or more	16	100.0	4	25.0	9	56.2	3	18.8	0	0.0
No answer	155	100.0	25	16.1	14	9.1	3	1.9	113	72.9
Total	5,596	100.0	2,758	49.3	541	9.7	358	6.4	1,939	34.6



## 5. SURVEY OF SCHOOL SUPERINTENDENTS

### 5.1 Procedure

A mail survey was conducted among all public school district superintendents whose districts located in the PSU's selected for day care study had an enrollment of over 300 students.

In a limited number of New England PSUs, only a part of the county was included in a sampled PSU, but questionnaires were mailed to all district superintendents in these counties. This was done since it was not possible, by address only, to select only those districts which, in fact, were located wholly within the PSU. This variation in the design was considered in the construction of weights.\*

The questionnaires for this survey were mailed out on January 4, 1971, to 1,400 district superintendents. The original mailing contained a cover letter from OEO requesting the cooperation of the superintendents and a return envelope. A second request was mailed with a letter from Westat on January 21, 1971, to superintendents who had not responded as of that date.

### 5.2 Response

Westat received 1,277 responses, or 91.2 percent of the total mailing list. Of these, 112, or 8 percent, indicated that there was some type of day care program going on in their school district. The remaining 1,165 responses were negative.

Due to the small number of districts indicating that they had some type of day care activity, it was possible to tabulate the responses by hand.

### 5.3 National Estimates of Day Care in Public Schools

An estimated 8 percent of school districts in the United States offer some type of supervised day care in at least one of their schools.

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\* The weights needed to produce a national estimate were built up from the probability of selecting the PSUs and an adjustment for nonresponse.







Most of the districts that provide day care have supervised programs for preschool children, and a few have after- or before-and-after-school supervised programs for school-age children.

#### 5.3.1 Preschool Children

There are an estimated 840 school districts which have supervised day care programs for preschool children in at least one of the schools in their district. This number of districts includes an estimated 11,686 individual schools of which 1,407 provide some supervised day care for preschoolers. (See Table 5.1)

Almost half of these schools (619) provide full-day care only for a total of 45,824 children. Another 416 schools provide only part-day care, while the remaining 103 schools provide both full-day and part-day care. Therefore, there are an estimated 467 school districts that have a total of 722 schools providing some full-day care for preschool children. The total number of children participating in either the full- or part-day programs is estimated to exceed 87,000.

Of the estimated 467 school districts providing full-day care for preschoolers, the majority (314) do not charge anything for their service. An estimated 167 districts sometimes charge a fee based on family income, number of children, or other factors. There were so few districts that reported a set fee that national estimates of costs per child were not made.

The superintendents were asked to identify the type or types of day care programs provided by checking one or more of the following program types:

- Custodial care
- Supervised recreation
- Educational programs
- Other (specify).

The majority of the respondents indicated that the program offered in their districts was some combination of these types with emphasis on educational programs. The weighted responses are given in Table 5.2.

#### 5.3.2 School-age Children

An estimated 164 school districts offer supervised day care programs for school-age children. These districts include a total of 3,898



schools. Both before- and after-school supervision for school-age children is offered by 265 of the total schools with 9,844 children participating in the program. The 265 schools with before- and after-school programs are represented in 110 districts. Only 95 of the districts required the parents to pay a fee. (See Table 5.3)

All other schools which offered a program for school-age children provided only supervised care after school. There were 84 schools in 54 districts which reported providing programs after school only. Most of the parents with children in these programs did not pay a fee. There were no schools which offered supervision before school only.

Virtually all of the school districts that have before- and after-school day care programs offer both supervised recreation and an educational program for school-age children. (See Table 5.4) For the most part, those districts which offer only after-school programs provide only supervised recreation.



Table 5.1 Estimated number of school districts and schools having some kind of supervised day care program and the estimated number of children participating by type of program

Type of program	Number of districts	Percent of total	Number of schools providing day care	Estimated number of children
Full-day only	364	43	619	45,824
Part-day only	327	39	416	17,104
Full-day and part-day	103	12	372	24,204
Don't know	46	6	0	0
Total	840	100	1,407	87,132



Table 5.2 Estimated number of school districts by kind of supervised day care program offered preschool children by type of program

Type of program	Number of districts *	Custodial care		Supervised recreation		Educational program		Other	
		No.	%	No.	%	No.	%	No.	%
Full-day program	543	384	71	416	77	508	93	124	23
Part-day program	373	129	34	128	34	272	87	69	18

\* Number responding to questionnaire item





Table 5.3 Estimated number of school districts and schools having supervised day care programs for school-age children and the number of children participating in the program by type of program

Type of program	Number of districts	Percent of total	Number of schools providing day care	Approximate number of children	Do parents usually pay? *	
					Yes	No
Before school only	0	0	0	0	NA	NA
After school only	54	33	84	11,317	1	53
Before and after school	110	67	265	9,844	95	15

\* The question applies to school districts.



Table 5.4 Estimated number of school districts by kind of supervised day care program offered school-age children by kind of program

Type of program	Number of districts *	Custodial care		Supervised recreation		Educational program		Other	
		No.	%	No.	%	No.	%	No.	%
Before school only	0	0	0	0	0	0	0	0	0
After school only	53	5	9	50	95	10	19	4	7
Before and after school	105	77	73	102	97	99	94	7	7

\* Number responding to questionnaire item



## 6. SUMMARY AND PERSPECTIVE

The volume of data that have been presented in previous sections may obscure some important results of the study. In this section we have provided a summary in the form of answers to key questions that might be asked of the report.

### 6.1 How much day care is there?

Estimates can only be made for full-day care since a day care center was considered ineligible for inclusion in the study unless it had at least one full-day enrollee. With this restriction, an estimated 1.3 million children are in full-day care, of whom 710,000 are in day care homes and 575,000 in day care centers. These figures represent all children regardless of family income or working status of mother. There are an estimated 17,500 centers with an average enrollment of 33 full-day children per center and 450,000 day care homes with an average enrollment per home of 1.6 full-day children.

There are many substitutes for care that occurs in day care centers and day care homes. In this regard, the general population survey, which inquired about arrangements for children of working mothers, only covered families with incomes below \$8,000 per year and with children 9 years old or younger, so it is not possible to compare directly the two parts of the survey. However, even in this restricted population of low income families with working mothers and young children it was estimated that

2.2 million children are cared for in the home  
(all but 300,000 by relatives)  
580,000 are cared for by relatives outside the home  
30,000 are watched by the mother while she is at  
work

plus various other in-school and before-and after-school arrangements. There is some duplication in the above counts because they refer to "arrangements" rather than "children", and one child may have more than one arrangement.

What constitutes the entire population of day care, including nonworking mothers and all income levels, cannot be determined from the present study. However, a sample of parents of children in day care centers was asked an income question. The responses were not weighted, so inferences are risky, but 256 out of 550 reported incomes above \$8,000 per year. It is



clear, then, that the general population survey of low and moderate income families omits a large number of "arrangements" made by working mothers above the \$8,000 cutoff.

## 6.2 What is day care like?

The diversity of facilities, management, ownership and programs in day care centers is striking. Centers (not including day care homes) were classified into three groups by completeness of program. Those with the most nearly custodial programs (Type A) are predominantly proprietary centers (79%) that own their own facilities (77%). This contrasts with the most nearly complete programs (Type C) where 17 percent of the centers are proprietary and where only 18 percent own their own facilities. Type A centers generally do not maintain written activity schedules (18%) while Type C do (91%). Fewer than 10 percent of Type A centers provide physical examinations, dental examinations, vision tests, speech tests, hearing tests, psychological testing and social work; while the percentages for Type C are physical examinations, 27 percent; dental examinations, 30 percent; vision tests, 86 percent; speech tests, 64 percent; hearing tests, 71 percent; psychological testing, 67 percent; and social work, 74 percent.

Type A centers have one certified teacher per 470 full-day children while Type C centers have one per 35 full-day children. Full-day equivalent children per child-related staff person are 15 for Type A and six for Type C. Parents generally do not participate in Type A child care, policy making and fund raising (less than 10% in each activity), but do participate in such activities in Type C centers (28 to 46%).

Average fees tend to be higher in Type C centers, but a smaller percentage of children pay fees because of government and community support.

Emerging from the above comparisons is the impression that existing day care is difficult to characterize in terms of averages or medians. Day care is heterogeneous; and variables such as size, ownership, programs, staff capabilities and fees interact heavily upon each other.

Over half of the centers provide some before-and/or after-school care--about half of those providing such care have a recreational program and about one-fourth have educational or remedial programs. An estimated 87,000 children receive before-or after-school care from day care centers. An estimated 160 school





districts provide before-and after-school care for an estimated 20,000 school-age children, mostly for a fee. All together, then, slightly over 100,000 school-age children receive organized care from centers and schools. The number who participate in organized community recreation programs or other types of care are unknown. No attempt has been made here to calibrate the need for before-and after-school care, but the household survey revealed about 1.8 million school-age children of working mothers with family incomes under \$8,000 and with children 9 years of age or younger.

### 6.3 Who staffs day care centers?

An estimated 127,000 paid persons staff day care centers, of whom almost 60 percent are full time and about 80 percent are child-related (counting directors and assistant directors in this latter category). In addition, there are about 5,000 volunteer staff. About 6 percent of teachers and directors have less than a high school education and 27 percent are college graduates.

Salaries are low by most standards, the median salary for teachers being \$358 per month. Neither educational level nor salaries appear to differ markedly by ethnicity of full time staff. Median age of staff is 36 years and only 3 percent are over 65.

Fourteen percent of centers have someone certified in nursery-kindergarten, 12 percent of centers have certifications in early childhood development and 23 percent in elementary education.

About 70 percent of centers reported little or no difficulty in hiring staff members, an estimate that is important to cost estimates if the day care program is expanded.

### 6.4 What kind of day care is needed (or wanted)?

Center operators were asked their opinion concerning the needs of their communities for day care. About 45 percent perceived a need for more day care for working mothers and 34 percent for nonworking mothers. Eighty-seven percent saw the need for more full-time day care, 58 percent the need for more part-day care for pre-school children and 73 percent the need for more after-school care. In general, a higher proportion of nonproprietary centers reported needs than did proprietary centers.

Parents interviewed in the household survey (income less than \$8,000, children 9 years old or younger) were asked what they



expected of a day care program. Provisions listed most frequently were:

	Percent of working mothers	Percent of nonworking mothers
Good care	62	58
Good food	55	56
Safe place to leave child	47	43
Training	38	30
Education (school readiness)	37	28

It is interesting to note that the rankings are identical and that the three provisions listed most frequently are all custodial features.

6.5      What does day care cost?

Properly, a discussion of costs should begin with careful definitions of what constitutes cost and of who pays the costs: the mother, the community, state and local governments, or the Federal government. The operator questionnaire asked for "total annual cost of operating..." which was divided by full day equivalent\* enrollment and adjusted to a monthly basis to obtain average monthly cost of operation per full-time equivalent child. For proprietary centers the unweighted average cost was \$38 per month and for nonproprietary centers \$95 per month. The two are not entirely comparable because cost of nonproprietary centers includes cost of management which is most likely not included in costs of proprietary centers. Average revenue per full-day equivalent child for proprietary centers was \$48 and for nonproprietary centers was \$95, the same as average costs. Receipts per month ranged from \$33 per full-day equivalent child in category A centers to \$110 in category C centers.

6.6      Who pays the bill?

About 52 percent of the revenue of day care centers comes from parent fees (99 percent in proprietary centers and 22 percent in nonproprietary centers). About 19 percent comes from HEW and 5 percent from OEO. About 7.5 percent comes from local governments and 5.5 percent from community organizations. No other source accounts for more than 5 percent. The figures, of course, are subject to both sampling error and response error, which should be kept in mind in comparing them against external sources.

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\*Counting two half-day children as equivalent to one full-day child.



Also, parent fees are frequently paid by public assistance (17%) and partly by public assistance and partly by parents (6%). About half of nonproprietary centers reported no revenue received from fees.

#### 6.7 What can be said about demand?

Demand for day care can be discussed in terms of effective demand, that is, the number of enrollments that will be effected under given costs, characteristics of day care, and social and economic conditions. It can also be interpreted in terms of "need". The latter interpretation requires a set of subjective judgments since need for day care cannot be quantified as can need for nutritional elements.

On the other hand, measurement of effective demand requires quantification of the manner in which such things as employment patterns, changing trends toward employment of women, marriage and divorce rates, fertility ratios, and other social patterns reflect themselves in the number of day care slots of specified "quality" occupied at a specified price. The concept is further complicated by the subsidization of centers. Presumably, demand for slots could be greatly stimulated by increasing quality and subsidization.

In spite of the above limitations, this study presents some estimates that have general purpose usefulness to those who are concerned with estimation of demand.

First, day care operators were asked how many children were on their waiting lists. Recognizing the weaknesses in such reporting, the estimate of 124,000 of whom 98,000 are on waiting lists of licensed nonproprietary centers, still has some substantial import. The high number in nonproprietary centers, where fees tend to be low or not charged at all, implies that much of this evident demand might disappear if slots were made available at fees which would approximately replace costs.

Many centers are "above capacity" as determined by the comparison of enrollment plus waiting lists with licensed capacity. Such deficiencies amount to 33,000 for licensed proprietary centers and 108,000 for licensed nonproprietary centers. On the other hand, there are 31,000 available slots (by the same arithmetic) in both proprietary and nonproprietary centers. Evidently, there is some distribution problem in connection with available slots.





We have some estimates of the "need" for day care of working mothers in families with incomes below \$8,000 and children 9 years of age or less. It seems reasonable to speculate that the number of arrangements for preschool children provides a rough estimate of potential demand for working low income parents. There are an estimated 3.7 million such arrangements, of which 2.2 million constitute care in the home, 583,000 represent care by relatives outside the home, 500,000 are in day care homes and 240,000 are in day care centers. It should be remembered that, for any number of reasons, the typical day care pattern is multiple arrangements for a substantial percent of the children in day care. It appears, therefore, that a logical expectation associated with the expansion of organized day care would be a relative decline in the total number of arrangements.

The degree of substitutability among these arrangements is unknown. However, with respect to preschool children, about 36 percent indicated that they desired no change, 23 percent wanted a change to care in their own homes and 33 percent wanted day care centers. A substantial, but unknown, percentage of the latter group were already in day care centers. Also, care in the home tends either to be feasible because of family composition or infeasible for this income group because of cost. Median fees that working mothers indicated a willingness to pay for the desired change in day care arrangements were \$8.60 per week, including 16 percent who indicated they could pay nothing. Eliminating this latter group, the median is about \$10. There is little evidence here that massive shifts toward care in centers will be effected without substantial subsidization, since costs tend to be substantially higher than the fees which mothers are willing to pay.

It is interesting to note, however, that 27 percent of nonworking mothers indicated a preference for day care centers and 45 percent for care in the home. These figures are in marked contrast with actual arrangements made by working mothers. For nonworking black mothers, the percentages were 52 and 27 for centers and care in home, respectively.

About half of nonworking mothers in the target population had worked since becoming parents. About 500,000 or 10 percent of the nonworking mothers were looking for work at the time of the survey. Thus, an increase in number of employed women coupled with the stated desire for care in centers by 27 percent of them could be reflected in an increase in effective demand.





Obviously, cost depends upon the nature of the product. No information was gathered on startup cost, costs for new facilities, and so on. Also, there is reason to believe that space costs are inadequately represented in total costs. Respondents tend to overlook space costs or forget that they were charged less than cost or that space was donated to them. With these limitations, the estimated cost per child/month for the most nearly complete day care programs (category C) is about \$110 and for the most nearly custodial programs (category A) is around \$30 per month. For category B, the large middle class of centers, cost is around \$50 per month (costs are \$45 and receipts are \$56).

One can only speculate on the increases over these figures represented by the marginal costs of making new slots available. Evidently only moderate difficulty is being encountered in hiring staff although qualifications as perceived by operators may not coincide with those of the Federal Interagency Day Care Requirements. Clearly, there are substantial departures from those standards with respect to a number of staff personnel.

The availability and cost of facilities, including renovation costs, are highly speculative and no information has been obtained on these items.

